DOCUMENT RESUME

ED 374 241 CE 067 144

AUTHOR	Tout, Dave; And Others
TITLE	An Annotated Bibliography of Workplace Basic Education Resources and Readings.
INSTITUTION	Australian National Languages and Literacy Inst., Deakin.
SPONS AGENCY	Victoria Education Dept. (Australia).
REPORT NO	ISBN-0-7306-5009-X
PUB DATE	Jul 94
NOTE	66p.
AVAILABLE FROM	Adult Basic Education Resource and Information Service, National Languages and Literacy Institute of Australia, GPO Box 372F, Melbourne, Victoria 3001, Australia ($12.50 Australian plus postage).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; *Adult Programs; Annotated Bibliographies; Books; Citations (References); *Educational Resources; Employer Employee Relationship; *Employment Practices; Foreign Countries; *Functional Literacy; Literacy Education; On the Job Training; Periodicals; Vocational Education
IDENTIFIERS	Australia (Victoria); *Workplace Literacy

ABSTRACT

This annotated bibliography documents the resources collected and held by the Adult Basic Education Resource and Information Service in Victoria, Australia. The resources and readings listed include materials that are related in some way to workplace-based education and training--not only specific workplace materials, but also materials related to employment and vocational education. The bibliography contains two main sections: resources and journal readings. The resources section includes 212 books, reports, pamphlets, and audiovisual materials. This section contains abstracts listed alphabetically by title, followed by an author index that links the title listings and the abstracts. The 214 journal readings are listed in two ways--by title and then by author. These lists include relevant readings collected from Australian and other countries' journals and collections of readings. (KC)

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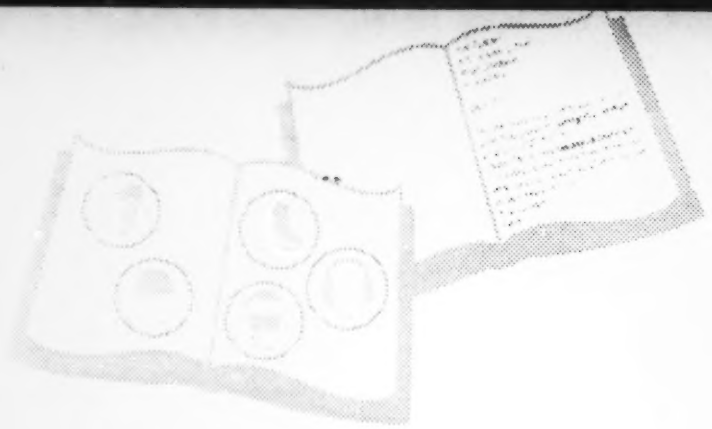

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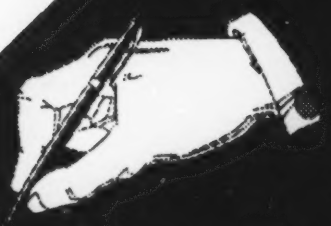

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An Annotated Bibliography of Workplace Basic Education Resources and Readings

Produced and edited by:
Dave Tout, Melva Renshaw and Jan Kindler
Adult Basic Education Resource and Information Service, ARIS.
July 1994

CE067144

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Adult Education in the Community

THE NATIONAL LANGUAGES AND LITERACY INSTITUTE OF AUSTRALIA

An Annotated Bibliography of Workplace Basic Education Resources and Readings

Dave Tout, Melva Renshaw and Jan Kindler

Adult Basic Education Resource and Information Service, ARIS

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An Annotated Bibliography of Workplace Basic Education Resources and Readings

Dave Tout, Melva Renshaw and Jan Kindler

ISBN 0 7306 5009 X

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Melbourne VIC 3001

This publication has been written, designed and desktop published by Dave Tout, Melva Renshaw and Jan Kindler at ARIS.

ARIS is funded by the Adult, Community and Further Education Board, Victoria and supported by the National Languages and Literacy Institute of Australia.

Adult Education in the Community

Introduction

The area of **workplace** English language, literacy and basic education has been a growth area in this sector of education over the last few years. ARIS, the Adult Basic Education Resource and Information Service, has collected numerous resources and journal readings about workplace literacy, language and numeracy issues. This annotated bibliography documents those resources collected and held by ARIS.

The adult literacy and basic education resources and readings listed include materials that are related in some way to workplace based education and training - not only specific workplace materials, but also materials related to employment and vocational education.

There are two main sections to the bibliography - the **resources** section, and the **journal readings** section.

Section 1 - Resources
This section includes books, reports, pamphlets, and audio-visual materials. The abstracts for these are listed alphabetically according to title, followed by an author index that links back to the title listing and the abstracts.

Section II - Journal Readings
The Journal readings are listed in two ways - by title,and then by author. These lists include relevant readings collected from Australian and overseas journals or collections of readings.

Further information

All of the materials listed, including the journal readings, and the journals, are located at ARIS. For further information about their availability, cost, etc., or for access to the collection, please contact ARIS at:

The National Languages and Literacy Institute of Australia, NLLIA
Level 9, VUT Building
300 Flinders Street
Melbourne VIC 3000

Phone: (03) 614 0255 Fax: (03) 629 4708

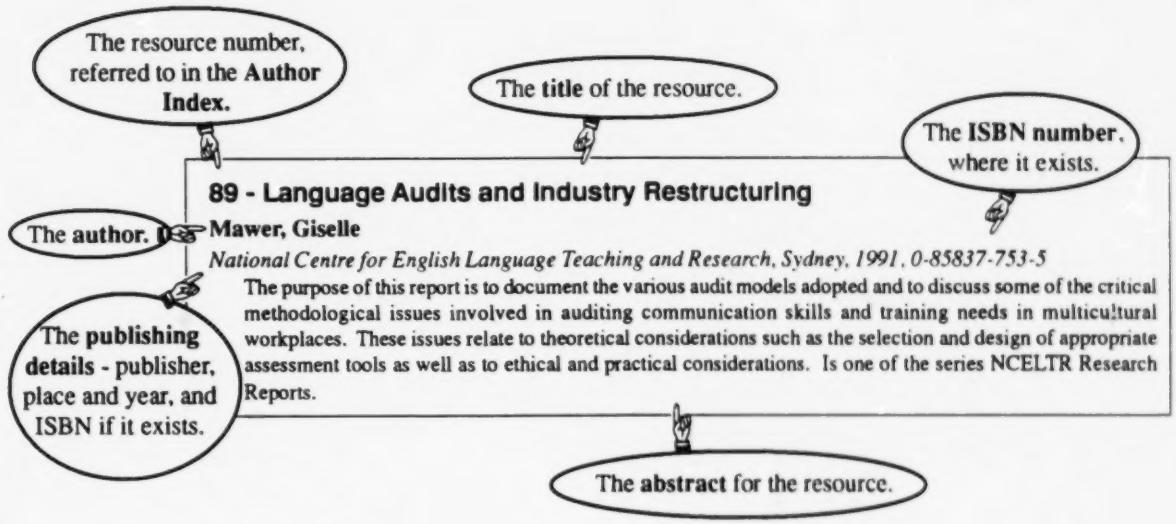
The postal address is:
GPO Box 372F
Melbourne VIC 3001

How to read the abstract section

The first section contains the listing of the resources with their abstracts. Each entry includes information on:

- The title
- The author
- Publishing information - the publisher, the place of publication, year of publication
- The ISBN number if available[1]
- An abstract for the resource.

Below is a diagram illustrating how this section is written.


The resource number, referred to in the **Author Index.**
The **title** of the resource.
The **ISBN number**, where it exists.
89 - Language Audits and Industry Restructuring
The **author.**
Mawer, Giselle
National Centre for English Language Teaching and Research, Sydney, 1991, 0-85837-753-5
The purpose of this report is to document the various audit models adopted and to discuss some of the critical methodological issues involved in auditing communication skills and training needs in multicultural workplaces. These issues relate to theoretical considerations such as the selection and design of appropriate assessment tools as well as to ethical and practical considerations. Is one of the series NCELTR Research Reports.
The **publishing details** - publisher, place and year, and ISBN if it exists.
The **abstract** for the resource.

[1] Many of the resources are government or education system reports or project outcomes, and many do not have ISBN numbers.

SECTION I
RESOURCES -

Title listing with abstracts

1 - A Focus on the Language and Literacy of Clothing, Textile and Footwear Operators

Baylis, P.; Caldwell, J. and Nussbaum, L.

NSW AMES, Darlinghurst, 1991

This report represents the findings of a joint AMES/TAFE project into the language and literacy demands of the current and future work of operators in the textile, clothing and footwear industries. The project was instigated as a result of a concern in these industries that workers without adequate communication skills would remain marginalised and unable to fully participate in the restructuring process occurring in the TCF industries.

2 - A Guide to Work Based Learning Terms: Definitions and commentary on terms for work based learning in vocational education and training

Levy, M.; Mathews, D.; Oates, T.; and Edmond, N.

Further Education Staff College, Bristol, UK, 1989, 0 907659 63 2

The guide contains definitions of 96 terms from vocational education and training.

3 - A Handle on Work: An Australian Resource Manual on Women and Work

Tratter, Renate

Council of Adult Education, Melbourne, 1989, 0-7241-7268-8

A Handle on Work is a practical resource to prepare women to enter or re-enter the workforce. Teaching notes and student worksheets explore the feelings, beliefs, skills and the politics of women and work. The manual is designed for group activities and discussion, and can be used as a complete sequential program or as a resource for individual exercises or topics.

4 - A Literacy Syllabus: For long-term unemployed migrants

Murray, Joyce

NSW Adult Migrant English Service, New South Wales, 1991, 0-7305-0628-2

A syllabus document which provides a resource for teachers in the design, implementation and evaluation of courses teaching literacy skills to the long-term unemployed migrant. It includes a section on developing a course; a sample syllabus and sample course materials. Teaching areas that are covered are personal identification and personal development; job search skills; on-the job-skills; motor vehicle matters; and domestic and housing issues.

5 - A review of research and development structures and practices for vocational education, training and employment in five OECD countries

Kearns, Peter and Associates

National Centre for Vocational Education Research, Adelaide, 1993, 0 86397 350 7

A paper prepared for the Australian Vocational Education, Employment and Training Advisory Committee to provide an overview of the arrangements for vocational education and training research and development in five OECD countries: USA, Germany, France, Sweden, and England.

6 - A Step in the Write Direction: A Handbook of Workplace Literacy for Small Businesses

Pearson, Geoff

AMES WA, Perth, 1991

This book is an attempt to respond to the specific literacy needs of non-English speaking background workers in small businesses. However, despite this particular focus, much of the information and materials contained in it are also relevant to those English speaking background workers who have literacy problems. It is a handbook targetted at owners of small businesses giving them information and practical options for action to help improve the literacy skills of their workers.

7 - Adult Illiteracy and Economic Performance

Benton, Lauren and Noyelle, Thierry

Organisation for Economic Co-operation and Development, Paris, 1992, 92-64-13597-9

A first study by the O.E.C.D. on this subject and it is part of the ongoing work of the Centre for Educational Research and Innovation (CERI) on 'Technological Changes and Human Resources Development'. The study considers the extent of adult illiteracy and its impact on economic performance. It also examines what kind of remedial programmes can be most effective and includes details of a Canadian survey of literacy skills used in daily activities. Among its conclusions, the study suggests that a 'literacy gap' has been produced not by a fall in educational standards but by a rise in the literacy levels required of workers in modern economies.

8 - Adult Learning in Vocational Education

Little, David; McAllister, Jean and Priebe, Robert

Deakin University Press, Geelong, Vic., 1991, 0 7300 1279 4

This book has been produced as part of the study materials for *Adults Learning: The changing workplace* which is one of the units offered by the School of Education in Deakin University's Open-Campus Program. The series of monographs explores approaches to learning currently modelled within industry, and addresses issues of concern to the field of workplace learning. This volume addresses the issue of adult learning in a vocational and workplace context.

9 - Adult Literacy Action Campaign: Projects Around Australia

Australian Advisory Council on Languages and Multicultural Education (AACLAME), Melbourne, VIC, 1989

A review of state and territory level adult literacy projects funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional paper number 3 from the Australian Advisory Council on Languages and Multicultural Education. There are reports from a range of projects, including a number concerned with literacy and the workforce.

10 - Adult Literacy and Basic Education for the Pacific Workplace

Jones, Adele M.E.

The University of the South Pacific, Suva, Fiji, 1993, 982-01-0087-5

Written for trainers and adult literacy workers interested in improving basic education skills of workers, particularly in the workplace. The literacy, numeracy and communication activities discussed focus on the areas which workers are involved in every day. The book has been written with a focus on larger Pacific workplaces, with materials supplied by retail and manufacturing industries as well as training organisations in the Pacific, however ideas could be adapted to suit smaller ventures.

11 - Adult Literacy in Small Business

Iser, Cheryl

Workplace Skills Unit, Swinburne College of TAFE, Vic., 1991

This report outlines the development and implementation of a pilot basic education program undertaken among a group of small businesses. The program worked with fourteen workers from four small businesses, and the project was funded and supported by the Rotary Club of North Balwyn. The report also looks at a model for consideration by others planning similar co-operative programs.

12 - Adult Literacy in the United States Today

Forlizzi, Lori A.

Institute for the Study of Adult Literacy, Pennsylvania State University, University Park, Pennsylvania, 1989

There are many Americans who do not have literacy skills adequate to meet their needs. This paper provides addresses some of the issues to the problem. The first section gives an overview of the problem in the United States today. The second part discusses how the problem is being attacked. The third part identifies some issues related to the delivery of literacy services.

13 - Adult Literacy Video Series - Dr Larry Mikulecky

Queensland Distance Education College, Queensland Distance Education College, Brisbane, 1990

This 30 minute video features Dr Larry Mikulecky, Professor of Education at Indiana University, USA, discussing key aspects of literacy in the workplace. He covers a wide range of issues and presents a considerable amount of information beginning with a picture of what is workplace literacy and discussing the broad issues. Mikulecky then goes onto consider specific aspects of workplace literacy.

14 - Advanced Certificate in Spoken and Written English: Employment Focus

Feez, S.; Hagan, P. and Joyce, H.

Curriculum Support Unit, NSW Adult Migrant English Service, Darlinghurst, NSW, 1993, 0 7310 1800 1

The *Advanced Certificate in Spoken and Written English - Employment Focus* articulates with the *Certificate in Spoken and Written English*, providing an accredited pathway for jobseekers into employment and vocational training. It is competency based and provides clear statements of what learners are expected to achieve and indicates what they will be able to do in a job seeking or employment context.

15 - Alternative Modes of Delivery of ESL/Basic Education to Small Workplaces

Lippman, Davina and Cleland, Bill

AMES/CAE Melbourne, Melbourne, 1993

The project brief was to develop Basic Education and ESL modules based upon the Victorian ALBE framework competencies designed for flexible mode of delivery in small workplaces and work sites in the transport and food industry. Preliminary work was done to develop support material for the Taxi Driver's Certificate, and in adapting the Total Quality Management materials from the accredited Food Processing Certificate.

16 - An Equal Chance: Literacy in your Workplace

Social Change Media and Trade Union Training Authority

International Literacy Year Secretariat, Department of Employment, Education and Training, Canberra, 1990

This is a promotional/information kit of 8 pamphlets about literacy and the workplace targeted at unions. It was produced during International Literacy Year, 1990, and looks at some of the issues surrounding literacy in the workplace, and gives suggestions for negotiating literacy and English language courses with employers.

17 - Analysis of Employees' Basic Education Needs

Cridland, Colleen

Moonee Ponds Community Centre, Essendon, 1993

A basic education needs analysis was conducted with employees in the Works, Cleansing and Parks and Gardens groups of the Physical Services Department at Essendon Council. The project defined 7 areas of need: reading skills; writing skills; communication skills; job requirements a) for supervisors b) writing job outlines; language acquisition for NESB workers; economic literacy and problem solving. Two courses were run for 20 weeks.

18 - Assessment of Literacy in the ACT Local Government Industrial Workforce

ACT Local Government Industry Training Council, Canberra, 1992

This is the report of a study undertaken by the ACT Local Government Industry Training Council to identify and determine the literacy and language skills of workers within the ACT Local Government workforce. The report details the skills audit undertaken, the 9 items developed for the assessment instrument, the interviews undertaken, and the analysis and conclusions.

19 - At Your Service. Language, Literacy and Numeracy project report

Serle, Oenone and Gates, Mary

Tourism Training Victoria, Melbourne, 1993, 0 85590 048 2

At Your Service looks at the language, literacy and numeracy competencies in the hospitality industry. The first stage of the project was to identify these competencies through observations of workplaces, and these are described in terms of the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework. The second stage was to undertake case studies in six workplaces, where a number of employees in a variety of jobs were interviewed. The report describes the stages and the outcomes, and contains conclusions and recommendations.

20 - Australian Vocational Certificate Training System

Employment and Skills Formation Council

Australian Government Publishing Service, Canberra, 1992, 0-644-25347-9

A summary of the "Carmichael Report" which highlights the major features of the proposed Australian Vocational Certificate Training System and presents some of the benefits of the system, an implementation program and practical considerations such as delivery arrangements.

21 - Award Restructure Training: Implications for the NESB Workforce

Virgona, Crina

AMES, Melbourne, VIC, 1989

In 1989 AMES in cooperation with Containers Packaging undertook a project to research new directions in training which would provide for the involvement of all workers in the restructuring of the industry. The project was concerned with workers whose English language skills, spoken and written, were not at the level which would enable them to participate in training programs on an equal footing with other members of the workforce.

22 - Award Restructuring and Literacy

Matheson, Alan (ed.)

Australian Council of Trade Unions, Melbourne, 1991

A series of occasional papers which have been prepared as a collection of research and comment on the significance of language and communication in both the award and industry restructuring process.

23 - Award Restructuring: Resource Package for TAFE Teachers

NSW Dept of TAFE and Dept. of Industrial Relations

NSW Dept. of TAFE, NSW, 1990, 0 7305 6879 2

This package consists of a video and printed material. The video examines Australia's current economic performance and the need to restructure the economy, industries, individual workplaces and systems of training. The accompanying printed material provides a guide for workshop leaders, background information, handouts and raises issues for discussion. This is a valuable resource for both wanting to use it as a training package and those wanting to gain a greater understanding of award restructuring.

24 - Award Restructuring: The Challenges and Opportunities for TAFE

Mathews, J.

State Training Board, Victoria, 1989

The report summarises information on award restructuring and industry training, drawing some of the implications for TAFE. A framework of analysis is developed, based on the notion that award restructuring has the potential to place skills acquisition at the centre of job classification systems. It is argued that the challenge for TAFE lies in reaching an understanding of how the process of skills acquisition, recognition and deployment is changing in industry; and in adjusting its programs to make them more flexible, responsive and coherent in working with industry training activities.

25 - Barriers to Adult Basic Education in Small Business

Cohen, Gillian

Workplace Skills Unit, Swinburne University of Technology TAFE Division, Hawthorn, Vic, 1993

Report of a project which examined the barriers to provision of workplace adult basic education in small businesses. The report also identifies practical options to overcome the barriers.

26 - Basic Education in the Electrical/Electronics Industry

Waite, Clair and Linda Wyse

Box Hill COT, Box Hill, 1993

The project had two aims

i) a needs analysis of basic education among on-campus students and site workers in industry.

ii) pilot basic education programs in targeted sectors of the electrical/electronic industry including manufacturing service and electrical installation areas. The project outlines the methodology of the assessment, the interview format and the results.

27 - Basic Skills and Jobs: A Report on the Basic Skills Needed at Work

Atkinson, John and Spilsbury, Mark

Adult Literacy and Basic Skills Unit, London, 1993, 1 870 741 60 9

This report presents the main findings of research undertaken in England and Wales to assess the level of demand for reading, writing, oral communication and numeracy skills at work. It indicates how far employers are satisfied with basic skills provision among their workforces and the wider labour market. The report looks at what levels of basic skills are needed, what are the basic skills needed for, whether the level of demand is changing, how adequate the supply of basic skills is, and what are the implications of the research.

28 - Basic Skills at Work: Needs Analysis / Consultancy

Adult Literacy and Basic Skills Unit

Adult Literacy and Basic Skills Unit, London,

This promotional flyer looks at the UK program: Basic Skills at Work, which is intended to forge partnerships between training and educational organisations to develop new approaches to basic skills training for unemployed adults or those in employment who are unable to make progress at work because of inadequate basic skills. The flyer describes the three elements of the program: needs analysis, surveys of need, and consultancy services.

29 - Basic Skills at Work: Pilot Project Guidelines

Adult Literacy and Basic Skills Unit

Adult Literacy and Basic Skills Unit, London,

Another flyer looking at the UK program: Basic Skills at Work. The flyer describes the program and how to apply for funding for pilot projects.

30 - Basic skills for the workplace

Taylor, M.C.; Lewe, G.R.; and Draper, J.A. (eds.)

Culture Concepts, Toronto, Ontario, 1991, 0-921472-06-4

Basic skills for the workplace contains important and detailed information on basic skills workplace training under which is presented four major themes: understanding the need for workplace literacy, identifying workplace training needs, examples of practice in workplace basic skills training and discovering approaches for program development.

Over 25 experts from Canada, the United States and the United Kingdom write about their experiences in developing, delivering and assessing workplace basic skills programs, as well as discussing and highlighting the major issues and trends within the field.

31 - Building and Construction Industry: Level 1 Communications - Training Package

Patterson, Anne

Melbourne College of Decoration

This training package represents a base level in communications for the Building and Construction Industry. It was devised in an attempt to offer a flexible, worker oriented approach to introducing the skills of literacy and communication. The booklet is based on a number of skills including the ability: to recognise and interpret signs/graphics; to understand and respond to key instruction words in English; to give information orally and in writing about oneself; and to express an idea.

32 - Building and Construction Industry: Level 2 Communications - Training Package

Patterson, Anne

Melbourne College of Decoration

This package represents the second level in communications for the Building and Construction Industry. The level 2 booklet is based on a number of skills including the ability: to read and understand written information in English; to read and understand a short message in English; to send a short written message in English; and to express an opinion in English and to give reasons for having it.

33 - Business-Education Partnerships: Your Planning Process Guide

Canadian Chamber of Commerce

Canadian Chamber of Commerce, Ottawa, Canada, 1990

Written by the Canadian Chamber of Commerce, this booklet offers practical advice on how business and the education community, through cooperative efforts, can develop innovative learning and training programs relevant to the world of work of the 1990s.

34 - Changing Course by Changing Courses: Final Report of the Workplace and Industrial Basic Education Induction Pilot Program

Ennis, Rex

Victorian Adult Literacy and Basic Education Council & La Trobe University, Melbourne, 1992, 0 9591148 2 3

A report documenting the activities and outcomes of the Workplace and Industrial Basic Education Induction Pilot Program. The program was funded by the Victorian Education Foundation and carried out by the Victorian Adult Literacy and Basic Education Council in conjunction with the La Trobe University School of Education.

35 - .. classes at work .. : a study of student outcomes Workplace Basic Education Project classes 1985-89

Steele, Jan

Workplace Basic Education Project, Council of Adult Education, Melbourne, 1991

This is the report of a research project that aimed to look at the outcomes for students of the Workplace Basic Education Project, Council of Adult Education in Melbourne, for the first five years of its operation (1985 - 1989).

36 - Classes at Work in a Changing Industrial Environment: 1990 - 1992. Evaluation through Case Studies

Heyting, Christine

Workplace Basic Education, Council of Adult Education, Melbourne, 1993

The general aim of this project was to evaluate the Council of Adult Education Workplace Basic Education Department's classes form 1990-1992 in the context of the changing industrial environment. A case studies approach was employed, and the report provides information in terms of: Background of the Four Workplaces Studies; Findings; Curriculum; Resources; Outcomes; and Recommendations.

37 - Clerical - Administrative Competency Framework: Part A Core Specialised Skills

Council of Adult Education, Melbourne, 1991, 0 7306 2396 3

This is the product of Clerks' Training Model Project: Phase 1, and this phase of the project describes a competency framework which has eight core specialised skills used by the clerical/administrative workforce.

38 - Clerical - Administrative Competency Framework: Part B Core Generic Skills

Council of Adult Education, Melbourne, 1992, 0 7306 3075 7

The second part of the Clerks' Training Model Project: Phase 1, which describes a competency framework with five sets of core generic skills - communication, problem solving, literacy, numeracy, and working with people.

39 - Clerks' Training Model Project: Phase 1 Core Specialised Skills Report

Council of Adult Education, Melbourne, 1991, 0 7306 2394 7

This is the report of a project sponsored by the Victorian Education Foundation, State Training Board, Sir John Monash Business Centre and Council of Adult Education. The purpose was to link award restructuring with training needs for the clerical industry.

40 - Communication and Training Needs of ESB Workers in the Building & Construction Industry in Vic.

Duggan, Ann; Griffin, Patrick and Santana, Mario

RMIT Assessment Research Centre / Building Industry Group

The project involved conducting a basic skills analysis of English speaking background workers within the building industry: carpenters, plumbers, engineers, management, union delegates and labourers. The literacy audit reflected the levels described in the Adult Literacy and Numeracy scales (ALAN Scales) and used materials and problems collected from the building industry. The audit focused on print based communication skills - those of reading and writing and assumed fluency in the spoken communication skills given that the target population was the English speaking background population in the industry. Interviews were conducted in 5 areas, involving 15 building sites. 385 workers were interviewed. The sample of workers had received more than a basic education, had had a great deal of experience in the industry, were predominantly Australian born and all spoke fluent English.

41 - Communication Skills Training An Evaluation of a Pilot Program

Duggan, Ann; Griffin, Patrick and Santana, Mario

RMIT Centre for English Language Learning (CELL) , Melbourne, 1993

The project reports the findings of a pilot program in which training materials, evaluation procedures and delivery modes were trialled for workers whose communication levels were approximately equivalent to the Levels 1 & 2 of the award. This followed a survey of the communication training needs of English speaking background workers in the building and construction industry which had been conducted by the project officers.

42 - Communications Level 1 - Building & Construction. The trialling of Building and Construction Communications Level 1

Anne Patterson

Victorian Building & Construction Industry Training Board

The aim of the 1991 project was to develop and trial modules in level 1 and 2 of the Building and Construction Certificate. The project aim for 1992 was to develop and trial Building and Construction Communications levels 3 and 4. The project officer developed and trialled materials on site. The project officer worked with the Building and Construction Skills Training Board to integrate language and literacy within the certificate. Four booklets were produced that catered for a range of language proficiency at level 1.

43 - Computer Assisted Learning Module in Adult Basic Numeracy for the Road Transport Industry

Lopaczuk, Helmut

Workplace Skills Unit. Swinburne University of Technology (TAFE Division). 1993

The project aimed to develop and trial computer aided learning numeracy modules with specific application to the Road Transport industry.

44 - Cost Implications for Workplace Basic Education

O'Connor, Peter

NSW Adult Literacy Council. Sydney. 1990

A paper supporting many of the claims of the cost benefits of improving the basic literacy and numeracy skills of workers. It also focuses on the actual costs of delivering workplace basic education programs.

45 - Developing a competent workforce: Adult learning strategies for vocational educators and trainers

Gonczi, Andrew (ed.)

National Centre for Vocational Education Research, Leabrook, SA. 1992. 0 86397 262 4

Aimed at teachers in vocational education and trainers in industry, commerce and government who have had some teacher/training experience and who have already undertaken some study of adult learning and vocational education and training. It should provide them with a greater understanding of the role of vocational education and training in the current context of economic and industrial change in Australia. The overall theme of the book is that the vocational education and training system of this country has a vital part to play in improving the international competitiveness of the Australian economy.

46 - Developing Self-Paced Learning for the Dairy Industry

Denise Oakley

Outer Eastern College of TAFE. 1993

The project has produced three induction level training modules that require minimal external support and are designed to train people with low literacy skills (Level 2) These modules are consistent with the core competencies set out in the Certificate of Dairy Technology. The training units aim to i) increase the access to training of workers with low level skills and ii) introduce vocabulary associated with the training concepts. The training modules cover Quality, Manual Handling, Chemical Handling and Storage. Bridging programs were conducted to allow workers to participate in the core competencies of the Certificate in Dairy Technology.

47 - Do You Read Me?

Outer Eastern College of TAFE

Outer Eastern College of TAFE. Melbourne. 1990

This video has segments covering: Interviews with management, union reps & workers highlight literacy problems in the workplace. Site sketches show the problem in a humorous way. Identifies solutions & positive outcomes of participation in literacy and numeracy classes.

48 - English at Work

Byrnes, Fran and Candlin, Chris; and SBS Television

National Centre for English Language Teaching and Research (NCELTR) & SBS, NSW, 1991

A series of 30 minute videos and accompanying workbooks focussing on communication in English in the workplace. Although designed for NESB learners they are relevant to English speaking background learners.

- Episodes 1,2,3 Improving Your Skills, Finding a Career (Career Paths), Looking to the Future (Industry Superannuation).
- Episodes 4,5,6 Being in a Union, Using Public Transport, Using the Phone
- Episodes 7,8,9 Paying Tax (Tax File Numbers), Working Together, Reading and Writing
- Episodes 10,11,12 Using Electronic Banking, Retraining at Work, Using Electricity Safely and Efficiently

49 - English at Work: A Tool Kit for Teachers

Barndt, Deborah; Belfiore, Mary Ellen and Handscombe, Jean

New Reader Press, Syracuse, New York, 1991, 0 88336 656 8 & 0 88336 655 X

The kit is comprised of: a teacher's guide, photocopy masters, six packets of photographs, an audio tape, 23 cartoon cards, a five piece poster set. It has been designed to help teachers new to the workplace. Although developed for ESL students many of the activities are appropriate for adult basic education students. Notes in the margin indicate how the book can be used with literacy students. There are five units covering oral histories of workers, industrial and service sector jobs, work relationships, working conditions and work, home and community life. Reading, writing, listening and speaking skills are covered in each unit. There is also an introductory training video of the same title

50 - English at Work: A Tool Kit for Teachers - Video

Center for Workforce Education

New Reader Press, Syracuse, New York, 1991

The video introduces the English at Work tool kit. It gives an overview of the participatory approach to learning and the teaching methodologies used in the kit. The video also reviews the units in the kit and explains how they fit together. A classroom demonstration is presented and interviews with teachers who have used the kit. The video poses questions for reflection and discussion.

51 - English at Work: Using the Yellow Pages

Byrnes, F. and Candlin, C.

National Centre for English Language Teaching and Research and SBS, Sydney

This resource consists of a workbook and accompanying video. It is a guide to the Yellow Pages and aims to improve literacy as well as developing skills needed in using such references. Although designed for NESB learners it is relevant to English speaking background learners.

52 - English for Bilingual Women Community Workers

McGlashan, Jan and Adams, Beverly

Northern Metro College of TAFE, 1993

The aim of the project was to identify the work related English language needs of bilingual women community workers. The project surveyed agencies employing bilingual workers; researched related course models and relevant curricula; analysed data; designed, organised, delivered and evaluated a 15 week pilot training course focusing on work related language.

53 - English in the Workplace: A Shrewd Economic Investment

Miltenyi, George

Department of the Prime Minister and Cabinet, Canberra, 1989

This is a 2 volume report. Volume 1 contains the case studies of English in the Workplace activities in State Rail, Westpac, the Hilton and James Hardie Industries. Volume 2 contains the interpretation of the data and recommendations. This document is a summary of the findings. It concentrates on material presented in Volume 2. It covers a brief history of English in the Workplace, methodology, factors influencing English learning gains, outcomes of EWP, policy implications in terms of economic benefit, funding, service delivery model, and issues to do with employers, teachers, industrial and trade union related issues.

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54 - English Language Training Management Views: Background Document Prepared for the Conference for AMES Teachers and Administrators on Award Restructuring 10.11.89

Matheson, Alan (ed.)

Australian Council of Trade Unions, Melbourne, 1989

One in a series of occasional papers looking at literacy in the workplace.

55 - English on the job : a research project for the Victorian Building Industry Agreement Working Party

Duggan, Anne and Jackson, Jennifer

Victorian Building Industry Agreement Working Party, Vic., 1990, 0 7241 7684 5

This is a report of a language audit undertaken by the English in the Workplace Program, Adult Migrant Education Services. The purpose of the audit was to report on the English language proficiency of a sample of NESB workers in the building industry, and to provide some assessment of their ability to perform required communication tasks. The report also makes recommendations about ways of addressing the needs of these building workers.

56 - Enterprise/Industry Agreements and Literacy: A Selection of Research and Comment No. 14

Australian Council of Trade Unions. Australian Council of Trade Unions, Melbourne, 1993

One in a series of occasional papers looking at literacy in the workplace. This issue includes two documents: Memorandum of Understanding on Workplace Reform for the Australian Processed Food Industry and John Holland Construction and Engineering Pty Ltd / CFMEU / AWU Company Bargaining Agreement 1992-1994: Clause 17 Literacy and Numeracy.

57 - EPC Numeracy Assessment Kit & Resource Materials

Fitzgerald, Sheila; Parrett, Ivan and Marr, Beth

Northern Metro. College of TAFE, Preston, 1993

This project conducted an examination of the Industry Training Plan, the EPC (Engineering Production Certificate) modules and other Quality Control courses for relevant numeracy competencies. An assessment instrument which could be used for recommendations regarding subsequent worker training pathways was designed, trialled and finalised. The project cross-references the maths within the EPC with the Assessment Kit and the Victorian Adult Basic Education Framework which is divided into 4 levels and 5 strands: measurement, space, number, data and algebra.

58 - Evaluation of Workplace Basic Skills Programmes

Mikulecky, Larry and Lloyd, Paul

Adult Literacy and Basic Skills Action Coalition (ALBSAC), Stanmore, NSW, 1993, 1039-5822 (ISSN)

The authors claim that to evaluate workplace basic skills programs effectively, two types of evaluation are desirable - formative evaluation and summative evaluation. Formative evaluation takes place during beginning and middle stages of program operation and seeks the views of all participants on the goals, resources, instructional process, and impact of the program. Summative evaluation usually takes place at the end of a program and is designed to assess how well the program has succeeded. This paper describes how to conduct both formative and summative evaluations, how to assess learner gains, and how to assess family literacy changes and how to measure improvements in productivity.

59 - Experience and Learning: Reflection at Work

Boud, David and Walker, David

Deakin University Press, Geelong, Vic., 1991, 0 7300 1248 4

Another book produced for *Adults Learning: The changing workplace* offered by the School of Education in Deakin University's Open-Campus Program. The series of monographs explores approached to learning currently modelled within industry, and addresses issues of concern to the field of workplace learning. This particular monograph addresses the issue of learning experience and reflection on that experience. There are introductory sections followed by a set of readings and a bibliography.

60 - Extending Basic Education to Workers in Small, Scattered Rural Workplaces

Butcher, Wendy

Workplace Basic Education Program, Albury-Wodonga, 1990

A basic education class was conducted by the Albury-Wodonga Workplace Basic Education Program for Department of Conservation and Environment employees from three small rural worksites/towns. This report documents the experience of establishing and conducting the class, identifies problems and issues involved and how they were addressed.

61 - Facilitating Learning in the Workplace

Watkins, Karen

Deakin University Press, Geelong, Vic., 1991, 0 7300 1262 X

Another book produced for *Adults Learning: The changing workplace* offered by the School of Education in Deakin University's Open-Campus Program. The series of monographs explores approached to learning currently modelled within industry, and addresses issues of concern to the field of workplace learning. This particular book looks at issues related to learning in the workplace, and strategies for facilitating learning.

62 - Fresh Start: Frank

ABC Education

ABC Education, Melbourne, 1990

One of the videos in the series Fresh Start, shown on ABC TV in 1990. Synopsis: An unskilled factory worker, Frank's opportunities for promotion have been thwarted by his poor literacy skills. Award restructuring presents new opportunities and problems. Frank gains confidence through workplace basic education.

63 - Functional Literacy and the Outside Worker

Berry, Ken

Western Australian Local Government Industry Training Committee, Western Australia

The aim of this study was to establish the incidence of illiteracy in outside workers in local government in Western Australia. 183 people were interviewed for the study from 6 rural and 6 urban councils in southern WA. The survey instrument was loosely based on the Wickert study. The study found that 23% of outside workers with an ESB and 74% with NESB experienced literacy difficulties. The report considers the implications for local government and makes recommendations to overcome the problem.

64 - Functional Context Education

Sticht, T.G.

Applied Behavioural & Cognitive Sciences, Inc., Pennsylvania State University, 1987

The Workshop on Functional Context Education was developed to provide participants with knowledge of use in addressing the needs of youth and adults for improved literacy, employability and productivity in the US. This booklet documents this workshop and covers: information about youth and adult literacy in the US; a conceptual framework for developing instructional programs based on understandings of literacy from cognitive science and empirical research; and three case studies to illustrate the framework.

65 - 'Generic Skills' and the Needs of Employment

Marginson, Simon

Adult Literacy and Basic Skills Action Coalition (ALBSAC), Stanmore, NSW, 1993, 1039-5822 (ISSN)

One in a series of occasional papers in adult basic education published by ALBSAC. This paper investigates the strengths and weaknesses of the notion of generic skills or competencies, in light of the processes of education and needs of the workplace. Starting with an outline of proposals for competency-based education and training, the paper attempts to move to definitions of competence and generic competence and then back to their policy application, drawing the links between conceptual ambiguities and weaknesses in the existing policy and practice. The author found three key problem areas in trying to apply a system of competencies to education and training. These are in measurement (to what extent competency-based standards can be established and assessed), purpose (competencies are usually applied for the purpose of the employer which can be different to that of the employee) and transferability (whether skills are 'transferable' between workplaces).

66 - Getting to Grips with Competency Based Training and Assessment

Hall, William

TAFE National Centre for Research and Development, Leabrook, SA, 1990, 0 86397 054 0

Is one of the series titled ***Getting to Grips with...*** edited by William Hall. Each booklet is in two parts. The first part comprises a clear description of the subject. The second part gives an annotated list of other relevant publications. This issue looks at Competency Based Training and Assessment.

67 - Getting to Grips with Implementing CBT

Harris, Roger

TAFE National Centre for Research and Development, Leabrook, SA, 1993, 0 86397 318 3

Part of the series titled ***Getting to Grips with....*** This issue looks at the basic steps for applying competency-based training.

68 - Getting to Grips with Industry Restructuring

Hayton, Geoff

TAFE National Centre for Research and Development, Leabrook, SA, 1990, 0 86397 038 9

Another in the series titled ***Getting to Grips with...*** looking at Industry Restructuring.

69 - Getting to Grips with On-the-Job Competencies

Foyster, John

TAFE National Centre for Research and Development, Leabrook, SA, 1991, 0 86397 162 8

This issue of ***Getting to Grips with...*** looks at on-the-job competencies.

70 - Getting to Grips with on-the-job training

Clark, Terry

TAFE National Centre for Research and Development, Leabrook, SA, 1991, 0 86397 138 5

Another one of the series ***Getting to Grips with...*** edited by William Hall.

71 - Getting to Grips with Quality

Hall, William

TAFE National Centre for Research and Development, Leabrook, SA, 1992, 0 86397 266 7

This booklet looks at quality - what it is, principles, and links it to vocational education and the workplace.

72 - Getting to Grips with Skills Audits

Clark, Terry

TAFE National Centre for Research and Development, Leabrook, SA, 1990, 0 86397 062 1

Skills audits is the subject in this issue of ***Getting to Grips with...*** edited by William Hall.

73 - Guidelines for the Development and Provision of English in Industry

Barber, Harry

Western Metropolitan College of TAFE, Footscray, Vic., 1993

The purpose of this document was to help providers and industry bodies implement English in Industry Programs, including ESL programs, literacy and basic education programs, and communication skills modules. There are three parts to the report: How to operate a successful course; A competency approach; and Theoretical Background.

74 - Hee Hook's Toy Shop: Simulation of a Small Retail Business

Chidzey, Cher

Footscray College of TAFE, Footscray, Vic., 1990

This book simulates all the steps and decisions that need to be undertaken to establish a small business, in this case a top shop. It provides many activities and problems to solve, especially in the basic mathematics area. There is an accompanying answer book.

75 - How to Run a Language and Literacy in Industry Conference: A Kit for Regional Language and Literacy Activists

Kindler, J. and Tout, D.,

Literacy & ESL Section, Department of Employment Education and Training, Canberra, 1992, 0 642 18248 5

This booklet is for adult literacy an language workers and aims to support the running of local and regional symposiums targeted at industry and business. The booklet explains how to organise a literacy and industry conference, and includes ideas for workshops, plenary sessions and speakers. It also contains sample checklists, budgets, and timetables.

76 - "I'm Not A Quitter!": Job Training and Basic Education for Women Textile Workers,

Merrifield, Juliet; Norris, Lachelle and White, Loretta

Center for Literacy Studies, University of Tennessee, Knoxville, TN, 1991

A case study of a group of women who lost their jobs in 1988 when a major apparel manufacturer closed a plant in Tennesse, US. About half of the workforce took part in some training after the plant closed. This case study was undertaken with three questions in mind: how do women perceive the options available to them when their plant closes, including retraining and education; how do women make choices about participating in job training and education opportunities, and what are the barriers and constraints they face?; and what difference does their participation in training or education make in their subsequent employment experience?

77 - Identifying Skills in Seven Easy Steps

Frizzell, Juliet

Pluto Press Australia in association with the Labour Research Centre, Leichardt, NSW, 1991, 0 949138 57 6

Identifying Skills in Seven Easy Steps was written by staff from the Labour Research Centre, and attempts to provide a practical, seven-step guide to the identification and defining of skills in industry.

78 - Implementing Workplace Basic Education Programs

O'Connor, Peter

Workplace Basic Education Resource Project, Redfern, NSW, 1990

Workshop presented to the NSW Adult Literacy Council Conference 'You're the Voice': Literacy in the 90s, University of Newcastle, June 1990, This paper gives a working description of the stages involved in developing a workplace basic education program.

79 - Improving Basic Skills in the Workplace: A Core Course for the Catering and Hospitality Industries

Collins, Lorraine

Adult Literacy and Basic Skills Unit, London, UK, 1993, 1 870741 57 9

A UK training pack designed for use with employees in the catering and hospitality industries. The material in the pack takes common workplace procedures and terminology and uses these as the basis for improving reading, writing, oral and maths skills. There are thirteen "modules" each with a separate training sheet, and accompanying task sheets and exemplar materials. Some of the skills covered include: notices and instructions, oral communication, total quality management, and record keeping.

80 - Incorporating English Language and Literacy Competencies into Industry Standards

National Board of Employment, Education and Training and the Australian Language and Literacy Council, Commonwealth of Australia, Canberra, 1993, 0 644 32877 0

This is the report from the Australian Language and Literacy Council's investigation into the reference: To undertake an investigation and evaluation of different models of incorporating English language and literacy competencies into the standards being established by industry bodies under the Australian Standards Framework. The council's analysis concludes, with one modified exception, that there were no models for incorporating English language and literacy competencies in these standards, and recommends that a pilot study be undertaken in conjunction with the National Framework of Adult English Language, Literacy and Numeracy Competence Project into the treatment of English language and literacy competencies within industry standards.

81 - Industry Training Support Unit Footscray College of TAFE: Feasibility Study March 1991

Ballagh, Allan and Spark, Rodney

Footscray College of TAFE, Melbourne, 1991

This is the report by Footscray College of TAFE for the Victorian Education Foundation about the feasibility of establishing an Industry Training Support Unit at the College, which was to support the training needs of industry.

82 - Interim Competence Statements for ABE Teachers in Workplace Contexts & Validation

Lucas, Michelle; Jack, Margaret and Denning, Sally

Broadmeadows College of TAFE, Victoria, 1992

A project that aimed to develop a list of competence statements for adult basic education teachers in workplace contexts. There was a need for quality adult basic education programs in the workplace. The competence statements were to provide a basis for research into the current and future professional development needs of adult basic education teachers in the workplace. The project also involved validation of the competence statements. The method of validation was by a questionnaire involving 100 participants.

83 - Just Step Forward

DETAFE South Australia

Commonwealth Department of Industrial Relations and DETAFE South Australia, South Australia, 1993

A video information package that has been developed jointly by the Commonwealth Department of Industrial Relations and the SA Department of Employment and TAFE. It aims to help workplaces introduce workplace language, literacy and numeracy classes designed to meet specific company and worker requirements. It examines four stages of action necessary for a successful training program - preparation, design, implementation and evaluation. The kit contains a video, a booklet, audio cassette, information and case studies, and State contacts.

84 - Key Competencies in Small Business: Focus on communications and maths

Thompson, Meryl

National Centre for Vocational Educational Research, Leabrook, SA, 1992, 86397 286 1

A report of two key competencies: communications and maths against the backdrop of small business. Ten small business were selected for on-site analysis from the main employment sectors. The project indicated that application of the Mayer framework will need to make greater allowance for the complexity of communications and maths competencies, especially as they interact with other competencies in the day-to-day tasks of real jobs. Despite this the key competency framework is consistent with views of employers on the need for a strong general educational base to underpin vocationally-specific competencies. The project also raised the issue of delivery of small business training. Other more general issues were also raised.

85 - Key questions for addressing workplace communication needs

Kassis, Rhonda and Moore, Joe

Labour Council of NSW and Chamber of Manufactures of NSW, Sydney, 1993

This booklet has been written to help clarify some of the issues to do with improving workplace communication. The booklet is designed around questions that need to be asked at each point in the process of making decisions about workplace communication: What is workplace communication?; who is responsible?; how to identify workplace communication needs?; What do you do next?; Do you need external assistance?; How do you choose external assistance?; and How do you get the most out of your workplace communication project?

86 - Knowledge and Control in the Flexible Workplace

Watkins, Peter

Deakin University Press, Geelong, Vic., 1991, 0 7300 1304 9

Another of the study materials books for *Adults Learning: The changing workplace* which is one of the units offered by the School of Education in Deakin University's Open-Campus Program. This particular book looks at a range of issues to do with the organisation and control of work, and the needs of education in a flexible workplace.

87 - Language and Literacy at Work: better jobs, a smarter future

Department of Industrial Relations

Workplace Equity Unit and Public Relations Section, Department of Industrial Relations, Canberra, 1992

This short promotional video aims to raise awareness and understanding of the importance of effective communication in the workplace. It reflects upon the importance of reading, writing and speaking English for the Australian worker's full participation in workplace reform; and examines the benefits of language and literacy training to both employees and employers.

88 - Language and Literacy in the Textile, Clothing and Footwear Industries

Baylis, Pauline; Caldwell, Jane and Nussbaum, Lee

Curriculum Support Unit, NSW AMES, Sydney, 1991, 0-7305-0620-7

The report of a joint TAFE/AMES project which examined the language and literacy demands of current and future operators in these industries. Recommendations are directed to employers, industry training providers and curriculum developers.

89 - Language Audits and Industry Restructuring

Mawer, Giselle

National Centre for English Language Teaching and Research, Sydney, 1991, 0-85837-753-5

The purpose of this report is to document the various audit models adopted and to discuss some of the critical methodological issues involved in auditing communication skills and training needs in multicultural workplaces. These issues relate to theoretical considerations such as the selection and design of appropriate assessment tools as well as to ethical and practical considerations. Is one of the series NCELTR Research Reports.

90 - Last In Line: A Study of Immigrant Workers in the Food Industry

Hill, Mike

Food Industry Unions' Federation of Australia, 1992, 0 646 12833 7

This is a report of a project which has collected data from every private sector workplace covered by the three private sector Food Industry Unions' Federation of Australia. This information has been compiled into a database and can be used to map participation of immigrant workers in the food industry according to country of origin, factory, address, region, state, union and organiser. A further component of the project was visits to workplaces throughout Victoria, NSW and SA to meet with immigrant workers and discuss issues facing them in their work. The study makes a number of recommendations including: that many necessary reforms in the industry require better provision of information to the workforce and better assessment of the real language, literacy and numeracy needs of the food industry's workforce; the provision of more English language, literacy and numeracy training as part of a broader package of vocational training. Recommendations are directed explicitly to unions, employers, training bodies and government.

91 - Literacy: A Trade Union Training Session

TUTA Training Resources

Australian Trade Union Training Authority, Wodonga, Vic., 1990

This training package aims to provide an appreciation of the extent of the literacy problem in the workplace; the relationship between literacy issues and award restructuring; and to enable participants to locate the appropriate advice for dealing with literacy issues at the workplace.

92 - Literacy and Industry: Partners in Productivity: Papers from the National Literacy in Industry Conferences Sydney and Melbourne 1990

International Literacy Year Secretariat, Department of Employment, Education and Training, Canberra, 1991. 0 642 16298 0

A collection of papers from the Literacy and Industry: Partners in Productivity National Literacy in Industry Conferences held in Sydney and Melbourne during 1990. Speakers at the conference included the Hon. John Dawkins, Minister for Employment, Education and Training, Ian Spicer, Director General CAI, Martin Ferguson, President ACTU, and other government, employer, union and educational representatives.

93 - Literacy and Job Performance: A Perspective

Gladys E. Collino; Elizabeth M. Alderman and Eunice N. Askov

Institute for the Study of Adult Literacy, Pennsylvania State University, University Park, PA, USA, 1988

This report provides an orientation to existing information about literacy, or basic skills, and job performance. An overview and analysis of existing information is presented under five headings: defining the issues, predicted changes in the labour market and the labour pool, how management and labour view basic skills training; research about the relationship between basic skills and job performance; and costs of basic skills deficiencies.

94 - Literacy and Language in Industry Conferences: Partners in Productivity

Workplace Equity Unit, Department of Industrial Relations, Canberra, 1993. 0 642 19182 4

The collection of papers presented at the series of Literacy and Language in Industry Conferences held in Adelaide, Perth and Wagga Wagga in 1992. Papers include those from State and Commonwealth ministers and government representatives, business, unions and educational providers.

95 - Literacy and Numeracy Demands in the Building and Construction Industry

Matheson, Alan (ed.)

Australian Council of Trade Unions, Melbourne, 1990

One in a series of occasional papers looking at literacy in the workplace.

96 - Literacy and Numeracy Demands in the Vehicle Industry

Matheson, Alan (ed.)

Australian Council of Trade Unions, Melbourne, 1990

One in a series of occasional papers looking at literacy in the workplace.

97 - Literacy and Numeracy Survey Report for the Electrical and Electronic Industry Training Board Inc.

Wyse, Linda

Workplace Skills Unit, Swinburne University of Technology, Hawthorn, Vic, 1993

This is a report of a project which:

- identified the numeracy, literacy and language levels required by both workers and apprentices to successfully complete the training requirements as identified in the industry training plan of the Electrical Electronic Industry Training Board;
- made recommendations to the EEITB regarding possible changes to the training plan to incorporate strategies to address the needs identified.

98 - Literacy and Occupational Health and Safety

Matheson, Alan (ed.)

Australian Council of Trade Unions, Melbourne, 1990

One in a series of occasional papers looking at literacy in the workplace.

99 - Literacy and Poverty: A View from the Inside

National Anti-Poverty Organisation

National Anti-Poverty Organisation, Ottawa, Ontario, 1992, 1-895852-00-5

The report of a project that was undertaken in response to the research that revealed that large sections of the Canadian population lacked adequate reading and writing skills. The National Anti-Poverty Organisation (NAPO) was alarmed that the ensuing debate ignored the social context of the problem. This study compiled information on the relationship between illiteracy and poverty, the barriers faced by those who grow up disadvantaged, the difficulties in undertaking adult basic education and the implications for job training. The report raises some interesting issues which are relevant to the Australian context.

100 - Literacy and the Workplace

South Australia ILY Committee

Centre for Applied Learning Systems, Adelaide College of TAFE, Adelaide, 1990

This is the video of the proceedings of a South Australian forum held in 1990 on the issue of Literacy and the Workplace. Key speakers were Rosie Wickert, University of Technology, Sydney; Charles Horton, Employment Skills Formation Council, NBEET; Andrew White, Employee Relations Manager, GMH Elizabeth; Clare McCarty, President, SA United Trades and Labour Council; and Peter Kirby, Chief Executive Officer, SA Department of Employment and TAFE.

101 - Literacy at Work: An Exploratory Survey of Literacy and Basic Education Needs in the Workplace

Moore, Liz and Benseman, John

ARLA Workbase, Adult Reading and Learning Assistance Federation Aotearoa New Zealand, Auckland, 1993

ARLA Workbase, a project of the Adult Reading and Learning Assistance Federation (ARLA), New Zealand conducted a survey which attempted to discover: the job specific and workplace related reading, writing and maths demands on (primarily) workers involved in production; whether reading, writing and maths demands at work are increasing; and whether workers report difficulties with reading, writing and maths tasks at work. The report gives details of the survey, the results, the workplace documentation and summary and discussion.

102 - Literacy for Productivity: A study of Adult Literacy in the Workplace

Long, Peter and Donald, Maria

Network Australia Organisational Consulting Group for Australian Council for Adult Literacy, QLD, 1989

This report details Dr. Long's study into Literacy in the Workplace. The research had six objectives: to look at the definitions of literacy and numeracy used by employers; the examine the extent to which literacy and numeracy are needed in the workplace; to attempt to relate the place of literacy and numeracy in job selection procedures to the skills needed on the job; to investigate the extent to which ability in literacy/numeracy is a factor in job retention and promotion; to test the assumption that capability in literacy and numeracy is fundamental to higher order skills training; and to find out whether employers and unions think that literacy and numeracy will be more important in the future than they are now.

103 - Literacy for productivity: a summary of a study of adult literacy in the workplace

Long, Peter and Donald, Maria

Network Australia Organisational Consulting Group for Australian Council for Adult Literacy, Paddington, QLD, 1989

The summary of Dr. Long's study into Literacy in the Workplace.

104 - Literacy in the Hospitality Industry

Holmesglen College of TAFE

Holmesglen College of TAFE, Holmesglen, VIC, 1993

This set of books and audio tapes are teaching materials targeted at the hospitality industry. There are units titled: Welcome; A Quantity of Food; Cleaning Up; Lunchtime; Lunchtime in the Main Kitchen; Hygiene and Safety (Parts A - D); Daily Roster; Off Sick; Rush Hour; A Special Function: A Wedding Breakfast; and an Answer Check Booklet.

105 - Literacy in the Workplace: A Selection of North American Documentation

Matheson, Alan (ed.)

Australian Council of Trade Unions, Melbourne, 1990

A collection of documents providing an overview of developments in work-based literacy programs in both Canada and the USA

106 - Literacy in the Workplace: A self-study guide for teachers

Prince, Dianne

NSW Adult Migrant English Service, Surry Hills, NSW, 1992, 0 7305 0668 1

This book is for teachers with either an ESL or adult literacy background who are involved in delivering language and literacy programs in the workplace. The aim of the book is to help teachers to explore some of the contexts which influence the development of language and literacy courses in workplaces, the process through which they are implemented and evaluated, and practices which respond to a variety of needs. The guide is organised into two main sections; issues affecting workplace programs, and practicalities associated with teaching in the workplace.

107 - Literacy in the Workplace - the South East Asia and Pacific Region

Adult Community and Further Education Board, Victoria

Adult Community and Further Education Board, Victoria, Melbourne, 1991

A flyer produced as the result of a Symposium on workplace literacy in the south-east Asia and Pacific region that took place in Victoria in 1991. The pamphlet looks at the need for workplace literacy, its advantages, and lists some principles underlying its provision. There is a section on the Australian experience, and one on strategies for the region.

108 - Literacy, Language and the EPC

Anders, Ros

Engineering Skills Training Board and the Victorian Adult Literacy and Basic Education Council, Melbourne, 1993

A project which investigated: the language, literacy and numeracy demands of the resource material for the three core modules of the Engineering Production Certificate Level 1, and a technical module; the level of language, literacy and numeracy skills of a sample group of workers; and identification of any gap between the skills required and the demands of the EPC core modules. The study found that the EPC modules assumed a far higher commencing level of language, literacy and numeracy than exists in practice in many enterprises and industries; and that substantial preliminary and support training will be required for an estimated 50 - 70% of the potential trainee pool and resource material will have to be rewritten to a more realistic commencing level. The report also made a series of recommendations in line with the project findings.

109 - Literacy, Language & Numeracy - Support Strategies for Trainers

Kindler, Jan

Western Metropolitan College of TAFE, Victoria, 1994

The project developed a resource book for people who write workplace documents. It is for use by TAFE trainers, managers, supervisors, union reps or other writers of training materials. eg memos, notices, training material and procedure manuals. There is also to be an accompanying trainee text.

110 - Literacy: Let's Get On With The Job. Symposium Report and Discussion Paper from the Australian Council for Adult Literacy National Symposium on Adult Literacy

Australian Council for Adult Literacy, 1989

This is the report on Literacy: Let's Get On With The Job Symposium held by the Australian Council for Adult Literacy in Sydney, May 1989.

111 - Literacy on the Line: Four Workplace Literacy Case Studies

Bee, Barbara

NSW Adult Literacy and Numeracy Council, Alexandria, NSW, 1992

This is an account of four pioneering workplace literacy and language projects run in NSW between 1990 and 1992. The projects (aboriginal distance education, advanced oral communication for NESB workers, a bridging course for NESB State Rail Authority employees and writing classes at NSW Lotteries Office) were diverse in target groups, aims, length and methodologies and were all run at different workplaces. The author bases her accounts on taped interviews with the teachers and program providers. Details of program timetable, course content and instruction methods are included. The author includes some analysis of the concerns which emerged in each project and in concluding chapter discusses issues such as the education versus training debate and the model of a partnership between teachers and trainers.

112 - Literacy on the Waterfront: Separated or Integrated Provision

McGregor, David

CAE/Transport & Storage ITB, Melbourne, 1992

A comparative study of two workplace literacy/basic education programs at the Port Authorities in Melbourne and Geelong. The Certificate of Workplace Education, a generic skills program, is the separate and the Communication Skills for Industrial Relations is the integrated program. A detailed analysis of each program is included. A discussion on the reasons for success of the separate and relative failure of the integrated program looks at objectives, curriculum and provision in both programs. The importance of clear terms and definitions within workplace education is discussed.

113 - Literacy: The basics of growth

Ministry of Skills Development, Canada

Ministry of Skills Development, Canada, Ontario, Canada, 0-7729-4799-6

This Canadian document argues that literacy is a universal right and an economic imperative. Produced by the Ministry of Skills Development in Ontario, it looks at the definition of literacy and the personal and business costs of illiteracy, and then presents some challenges and solutions to the problem.

114 - Literacy Training in Small Business - Pilot Project in the Food Processing Industry

Wain, Barbara

Victorian Food Industry Training Board (Swinburne Workskills Unit)

The report details a literacy/language pilot study for small businesses in the processed food industry in Victoria. The aim of the project was to develop and evaluate a model for the implementation of language & literacy training for NESB owners / managers of small businesses to enable them to better understand the requirements of the industry and so operate more effectively. Due to cultural, functional and operational barriers the project redefined its target group as employees with low-level literacy skills from an Italian background who had some management responsibilities.

115 - Literacy Training: The key to long-term productivity

Social Change Media

International Literacy Year Secretariat, Department of Employment, Education and Training, Canberra

Literacy Training: The key to long-term productivity is a promotional/information kit of 8 pamphlets about literacy and the workplace targeted at employers. It was produced during International Literacy Year, 1990, and looks at some of the issues surrounding literacy in the workplace, and gives suggestions for organising literacy and English language courses as part of workplace training.

116 - Making it Happen: Developing Effective Workplace Basic Skills Programs

O'Connor, Peter

Adult Literacy and Basic Skills Action Coalition, Leichardt, NSW, 1992, 0 646 09547 1

This booklet has been designed for management personnel, union officials, workplace or industry trainers, community or college-based teachers working with industry, consultants and others with an involvement in workplace basic skills training. It attempts to raise issues critical to the implementation and maintenance of an effective workplace basic education program. There are sections on workplace needs analysis, negotiating basic skills training, selecting workers for training, program development, and evaluation.

117 - More Than a Job: Readings on Work and Society

Gordon, J. (ed)

New Readers Press, New York, 1991, 0-88336-859-5

A selection of oral histories, short stories, poems, etc about work. Mainly narrative and self-expression. Could be used as an accompaniment to the first section of ***The World of Work***.

118 - Mouse, Metal and Meaning: A Report on the Computer Based Literacy Project at Alcoa Australia

Serle, Oenone and Lopaczuk, Helmut

Workplace Skills Unit, Swinburne University of Technology TAFE Division, Hawthorn, Vic, 1993, 0-85590-043-1

The aim of this project was to develop a computer-based learning program to upgrade the literacy skills of employees at Alcoa (Port Henry plant) which would support their participation in mainstream training. Accompanying worksheets were also to be developed. This is a report of the project which integrated workplace competency based training and literacy provision through computer-based delivery.

119 - National Framework of Adult English Language, Literacy and Numeracy Competence: Application to Workplace Settings

Mawer, Giselle

Australian Committee for Training Curriculum, Frankston, Vic., 1993

The National Framework of Adult English Language, Literacy and Numeracy Competence has been developed as a common point of reference for the identification, recognition and development of language, literacy and numeracy competence.

The Framework is based on the principle that literacy, language and numeracy are central elements of competence for work and social activity, and that they are best taught, learned and assessed through activities in social contexts. Six aspects of communication are identified in the framework: procedural communication; technical communication; personal communication; cooperative communication; systems communication and public communication. The framework also identifies three stages of competence: assisted competence; independent competence and collaborative competence. The Framework acknowledges the relationship between working and learning. As a nationally accredited framework, it offers a valuable tool for industry working in partnership with education and training providers. This book begins with a brief overview of the National Framework. It gives a number of illustrations to indicate the Framework's potential for the workplace.

120 - No Small Change: Proposals for a Research and Development Strategy for Vocational Education and Training in Australia

McDonald, R.; Hayton, G.; Gonczi, A. and Hager, P.,

University of Technology, Sydney, 1992,

This report argues for a strengthening of the research effort in vocational education and training. It looks at the need for a research strategy, the current state of research in vocational education and training, the organisation and funding of research, and linking research, policy and practice through dissemination. There is also a bibliography and references section.

121 - Not just a number. Writings about workplace learning

Frank, Fiona (ed)

Lancaster University, Lancaster, UK, 1992

Students of work-based learning programs talk and write about their experiences, the result of a weekend of discussion and talking. All of the sixteen participants had participated in adult education courses partly or wholly in work time and funded by their employers. The workers describe the effect that taking up education as adults has had on their lives.

122 - "Not Just a Pair of Hands": Career Advancement for Women in the Textiles, Clothing and Footwear Industries

Tate, Doris

Melbourne College of Textiles, Pascoe Vale, Vic., 1990, 0 9599083 4 X

This is a report of the Career Advancement for Women Project in the Textiles Clothing and Footwear Industries Project. The report looks at seventeen statewide initiatives concerned with empowering women to participate in the restructuring of the TCF industries. They were in three broad categories: production of training materials; development and piloting of training programs; and research into industry training preferences. The report includes an evaluation of each of the initiatives.

123 - NSW Government Workplace Language Literacy and Maths Policy

NSW Government, Sydney, 1992, 0 7305 7544 7

A NSW Government document stating it's policy and principles concerning Workplace Language Literacy and Maths, and is a statement of its commitment to improving the skills of the NSW workforce.

124 - Numeracy on the Line: Language Based Numeracy Activities for Adults

Marr, Beth; Anderson, Chris; and Tout, Dave

National Automotive Industry Training Board, Doncaster, Vic., 1994, 0 646 16602 6

Numeracy on the Line has been designed primarily to meet the needs identified by industry trainers in the automotive sector for materials, activities and trainer's notes in the area of basic mathematical skills. The particular target group was the non-trades employees in vehicle manufacturing who were undertaking the Vehicle Industry Certificate. However, most of the activities address issues and skills applicable to any modern workplace, and are general enough to be of value to most workers. Much of the material takes a focus on the use of language. Numeracy on the Line is therefore applicable to industry trainers, TAFE teachers, adult literacy and numeracy teachers and ESL teachers in a range of workplace or general educational settings. There are eight sections including work on calculators, decimals, percentages, charts and graphs, and averages.

125 - Occupational Workplace Literacy

Temple, Brad; Lisov, Anatolij and Datson, Glenys

Outer Eastern College of TAFE/ Vic Automotive ITB, Melbourne, 1992

The aims of the project were to develop a profile of the Repair, Service and Retail Sector of the a sample of vehicle repair businesses. A further objective was to develop a model for integrating future training needs within the Repair, Service and Retail Sector of the Victorian Automotive Industry. The first report, Occupational Workplace Literacy: A model, describes the literacy requirements associated with individual occupations. A second report, Occupational Workplace Literacy: A Case Study - Motor Mechanics, describes the application of the model with specific reference to motor mechanics.

126 - Opening Doors: An Evaluation of the Workplace Basic Education Program Conducted by Goulburn Valley College of TAFE at the Nestles Plant, Tongala

Humphrey, Bryan

Division of Further Education, Ministry of Education and Training, Melbourne, 1991, 0 7306 1698 3

This is a detailed report of the setting up and conducting of some very short courses at a rural Nestles factory - two maths courses and two English courses. The report includes a list of carefully considered recommendations which provides a very helpful guide for prospective course organisers and providers.

127 - Opportunities For Leadership: Local Government and Literacy

Social Change Media

International Literacy Year Secretariat, DEET, Canberra, ACT, August 1991, 0-642-16331-6

This is a promotional/information kit of 8 pamphlets about literacy and local government. It was produced during International Literacy Year, 1990, and looks at some successful adult literacy schemes councils have already run, and includes practical suggestions on how local government staff can become involved. It also includes a 'how to' booklet specifically for librarians on the role of libraries in combating low literacy.

128 - Peer Tutoring Kit for the Workplace

Moorabbin College of TAFE

Moorabbin College of TAFE, Moorabbin, VIC, 1993

A kit designed to help companies set up and run literacy programs with peer tutors. The kit consists of five sections. Section 1 contains material to promote peer tutoring to management. Section 2 provides information on setting up a peer tutoring program. The third section contains information and guidelines to assist tutors to prepare and conduct a training session. A set of materials and tutor notes to be used in training sessions to help learners with their reading, writing, speaking and listening is contained in section 4. The last section is a set of materials and tutor notes to be used in training sessions to help learners with numeracy. There is also a video that accompanies the workbook.

129 - Peer tutoring: language and literacy training for NESB workers in industry

Virgona, Crina

Adult Migrant Education Services, Melbourne, 1991, 7241 7690 X

This report documents a research project funded by the Department of Immigration, Local Government and Ethnic Affairs as part of its contribution to International Literacy Year. The project sought to investigate the language and literacy training options available to NESB workers in small companies. It aimed to develop a model for literacy and Award Restructure training that was sufficiently flexible to respond to the limitations and constraints inherent in small companies, that incorporated the Award Restructure curriculum as the context for language and literacy teaching and that was appropriate for reluctant learners. A peer tutoring model, adapted for industry from the Home Tutor Scheme of voluntary tutors, was trialled in two companies. They were evaluated from the viewpoint of the learners, the tutors and management. Outcomes indicated the worth of pursuing this mode of literacy and language training in industry. Contents of the report include discussion of Award Restructuring and changes in the Australian workforce, methodology and outcomes of the trials and discussion of models within industrial peer tutoring.

130 - Pitfalls and possibilities: women and workplace basic education

O'Connor, Peter (ed.)

New South Wales Adult Literacy Council, 1991, 0 646 03255 0

An anthology of short articles around the theme of workplace basic education and its impact on women, both as learners and as teachers. The eight papers examine a range of issues including: award restructuring; the literacy needs of women in the labour market; and definitions of literacy underpinning workplace programs.

131 - Plain English Training Manual One: What is Plain English? An Introductory Workshop

Solomon, Nicky and Brown, Kristine

NLLIA Centre for Workplace Communication and Culture, University of Technology, Sydney, Broadway, NSW, 1992

A two volume training manual on plain English. The manuals are targeted at workplace writers and trainers. Manual One begins with activities and further awareness of the context in which plain English is emerging. This is followed by activities that develop knowledge about language, especially the relationship between language and the context in which it is used.

132 - Plain English Training Manual Two: Writing Plain English Workplace Documents

Solomon, Nicky and Brown, Kristine

NLLIA Centre for Workplace Communication and Culture, University of Technology, Sydney, Broadway, NSW, 1992

Manual Two includes activities that develop and practise language skills that help writers control the technical, personal and abstract levels of language. The writers steer away from a simplistic approach to plain English and attempt to provide writers with both knowledge of the range of language resources that we use and the skills to apply this knowledge to particular text types. People need an understanding of language in order to follow the manuals, particularly the second one.

133 - Promoting Basic Skills: An Information Guide for TECs

Adult Literacy and Basic Skills Unit, London, 1991, 1 870741 25 0

This information booklet outlines why it is essential for Training and Enterprise Councils (TECs) in the UK to recognise and promote the importance of basic skills if they are to strengthen the skills base of Britain and help businesses to expand and compete effectively. The objectives of the booklet are to provide essential information about basic skills needs; offer guidance on models for delivering basic skills training; and identify a strategy to ensure that high quality basic skills training is developed.

134 - Promoting Basic Skills in Training: An ALBSU Leaflet for TECs

Adult Literacy and Basic Skills Unit, London

Another ALBSU information leaflet outlines why it is essential for Training and Enterprise Councils (TECs) in the UK to recognise and promote the importance of basic skills. The content is based on the larger booklet, ***Promoting Basic Skills in Training: An Information Guide for TECs.***

135 - Provision of Local Government Industry Language Audit Gippsland Base Hospital (Sale region)

Edney, Joan

The project involved the provision of a literacy class for workers at Gippsland Base Hospital in both the Food and Environmental Services Departments. Report writing and communication skills were addressed.

136 - Readings and Resources to Guide Literacy Teaching: Employment Related Literacy

Knightley, Sue

NSW Adult Migrant English Service, Darlinghurst, NSW, 1991, 0 7305 0660 6

A booklet designed to support teachers in the area of employment related literacy. In selecting and annotating references, the author had in mind teachers who are working in centre-based programs with an employment related component, rather than in workplace programs. It includes: an introduction to key issues; discussion questions and references; and annotated references organised according to content areas.

137 - Readings in Adult Basic Education

Francis, Robyn; Hayles, Lee; Nelson, Dominica and Sabto, Gina, (ed.)

Australian Council for Adult Literacy, Melbourne, 1985, 0158-3026 (issn)

A collection of 11 readings which could be of interest to teachers, tutors and others working in ABE. The contents look at theoretical aspects of literacy students. Students expectations, processes involved in mathematics, reading and writing, and basic education in workplace and prisons.

138 - Recognition of Prior Learning: Ford / TAFE Articulation Project

Davis, Sally

Broadmeadows College of TAFE, Vic., 1990, 0-9588425-5-8

This report examines the recognition of prior learning (RPL). It looks at what RPL is, describes a model of RPL, considers the application of the model and training issues related to RPL. Specific reference is made to issues related to the Victorian State Training System.

139 - Report of the AAACE Mission to Germany

Morris, Roger and Whyte, Ann (eds.)

Australian Association of Adult and Community Education (AAACE), Canberra, 1992

A brief report of a mission from the Australian Association of Adult and Community Education (AAACE) to Germany in 1991. The areas the report relates to include: basic skills acquisition for adults; vocational training; minority groups; and cost sharing arrangements between individuals, government and employers.

140 - Report of the Work Placed Education Project Survey on behalf of the Vehicle Manufacturing Industry

Sefton, Robin and O'Hara, Lee

Victorian Automotive Industry Training Board, Melbourne, 1992, 0 646 076639

This is the detailed report of the Work Placed Education Project Survey on behalf of the Vehicle Manufacturing Industry. It includes an executive summary, 8 chapters giving full details of the context, methodology, events leading up to the survey, how the work was planned and executed, what was learned and the implications of what was learned, and conclusions and recommendations.

141 - Report to the Printing Industry of Victoria

Fitzgerald, S.; Kenrick, R.; Spyrou, H.; Parrett, I.; Haddock, G.; and Marr, B.

Northern Metro Coleege of TAFE, Melb. College of Printing and Graphic Arts and Vic Printing ITB, Melbourne, 1993

Identifyies the literacy and numeracy levels required for a broad range of occupations in the production areas of the printing industry. The project aimed to survey existing skill level of 100 production workers in the industry in reference to the VAELLNAF and develop and implement an appropriate pilot program.

142 - Resources for Workplace Providers

Workplace Adult Education Services, Tasmania

ALBE Resources Unit (TAS), Tasmania, 1993

This Tasmanian resource is a working document designed to support the development and provision of workplace basic education. The purpose of Resources for Workplace Providers is to present the collective expertise of Tasmanian workplace basic education as a set of guidelines, readings, anecdotes, and documents which Adult Education practitioners in Tasmania have found useful and workable. Each of the nine chapters contains a brief introduction, models, readings, and references. The chapters are: promotion; submissions; setting up; tutor training & development; courses; assessment; reporting; evaluation; and copy masters.

143 - SACS Workplace Basic Education Project

Wyse, Linda and Wyse, Trudy

SACS-Industry Training Board, Victoria, 93

A Social & Community Services Industry Training Board report that documents the outcomes of a project to assess Workplace Basic Education and related needs of workers in the SACS Industry. The aim of the Project was to develop a strategy to address the identified need for WBE and related areas of training based on a literacy/numeracy audit of untrained workers in specified occupations within the industry. The sample group consisted of 102 workers , from 32 agencies drawn from three sectors: family support workers, personal care workers in aged care hostels and workers in youth accommodation services. agencies represented the following demographic areas : Outer, West, Outer East, Grampians, Western Suburbs and NE Melbourne.

144 - Safety in the Workplace - Self-Paced Open Learning Package

Norris, Noreen and Callingham, Maggie

Dandenong College of TAFE, 1993

The materials developed include computer software using the operating system Tencore. It was developed to provide a more accessible/flexible approach to basic literacy and numeracy training in the workplace. The computer is used for self-paced learning. The instructional activities aim to guide the learner to identify hazard warning signs in a workplace. Keyboard input is required only for user's name; the mouse is used to control the program; and all instructions are spoken as well as written. A self-paced support booklet called 'Safety Talk' is also provided. The booklet allows the learner to revise the material away from the computer.

145 - Schools, Mathematics and Work

Harris, Mary (ed.)

Falmer Press, Basingstoke, Hampshire, 1991, 1-85000-894-9

This selection of papers by different writers challenges simplistic and narrow views of school maths education and offers evidence for more positive and substantial ways forward. The book illustrates the wide range of issues that should affect any consideration of the relationship between mathematics education and the use of maths for practical and work purposes. The concept of ethnomathematics is discussed, and biases, including those of gender, in the content of maths and maths education are exposed. The views of researchers, users, training boards and employing organisations are presented, and international contributions provide a broader perspective through which to assess existing practices and to suggest alternatives.

146 - Setting up workplace basic skills training: guidelines for practitioners

Rees, Libby

ALBSU, London, 1990, 1 870 741 21 8

A UK guide providing information on basic skills needs and provision in the workplace and offers practical suggestions on marketing; contacting employers; establishing training needs, setting up provision; and assessment and evaluation.

147 - Skills analysis: Workshop package on skills analysis, skills audit and training needs analysis

Hayton, Geoff; Paul Brady and Bert Daye

TAFE National Centre for Research and Development, Leabrook, SA, 1991, 0 86397 121 0 (hard copy)

A package designed to assist workshop leaders run two day workshops on skills analysis, skills audit and training needs analysis. The package has four parts: How to use this package; Workshop leader's guide; Overhead transparency (OHT) sheets and handouts; and Participant information. The workshop content looks at client expectations and needs, types of project, industrial relations ramifications, techniques, data analysis, project planning and skills issues.

148 - Skills at work: a guide to the provision of workplace basic education,

O'Connor, Peter

NSW Adult Literacy Council, Sydney, 1990, 0 646 00493 X

Divided into four sections, this book looks at influences, issues and approaches to workplace basic education. Section 1 looks at background influences. Section 2 covers issues affecting workplace basic education. Section 3 and 4 look at practical issues and approaches to developing programs for workplace basic education both before and during delivery of programs.

149 - Skills Formation and Gender Relations : The Politics of Who Knows What

Jackson, Nancy

Deakin University Press, Geelong, Vic., 1991, 0 7300 1358 8

Another book in the series produced as part of the study materials for *Adults Learning : The changing workplace* which is one of the units offered by the School of Education in Deakin University's Open-Campus Program. The series of monographs explores approached to learning currently modelled within industry, and addresses issues of concern to the field of workplace learning. This particular monograph looks at the issue of 'skill' from a social rather than a technical perspective, and includes sections on The Politics of Definition; the Politics of 'Underskilling'; and Training and Gender: The Politics of Who Knows What.

150 - Striking a Balance: Adult and Community Education in Australia Towards 2000

Harris, Roger and Willis, Peter (eds.)

Centre for Human Resource Studies, University of South Australia and the South Australian Branch of the Australian Association of Adult and Community Education. (Jointly), Adelaide, 1992. 0-86803-052-X

Striking a Balance was the theme of the 1990 national conference of the Australian Association of Adult and Community Education (AAACE). This book brings together the proceedings of this conference plus additional contributions. More than 50 educators from government, universities and colleges and various fields of practice have contributed. The first half covers general themes relating to adult education like significant changes in the Australian population, the restructuring of industry and human services and its effect on adult learning needs, and the development of Australian adult and community education as a profession. The second half consists of brief overviews of the many ways in which adult and community education is currently practised. There are chapters on Human Resource Development, Vocational and Technical Education, Union Training, Health education, adult Literacy, Rural education and many others.

151 - Submissions to the Committee's Inquiry into Literacy Needs in the Workplace: Volumes One and Two

House of Representatives Standing Committee on Employment, Education and Training, Canberra, 1990

Collection of submissions to the Standing Committee investigating literacy needs in the workplace. The terms of reference for the inquiry were to report on literacy needs with special reference to:

- the impact of low standards of literacy on productivity, safety, self esteem and skills improvement in the workplace;
- the extent and effectiveness of existing literacy programs; and
- the need for long term support.

152 - TAFE Workplace Education: some examples

Workplace Education Taskforce, Basic and Pre-vocational Education

Workplace Education Taskforce, Basic and Pre-vocational Education, NSW TAFE Commission, 1991

A collection of reports of some TAFE workplace education initiatives in 1990 covering literacy/numeracy, English language, communication skills or dealing with workplace change.

153 - Taskforce on Pathways in Education and Training

Deveson, I.

Dept of School Education, Victoria, Aust, 1992, 0-7306-1789-0

This report (commonly known as the Deveson report) looks at:

1. The implications for Vic. of the recommendations of the Australian Education Council's Report, Young People's Participation in Post-Compulsory Education and Training.
2. Ways of supporting vocational pathways in the VCE and strengthening the links between schools and industry.
3. The provision of work education in schools in the light of the current and emerging patterns of choice in the VCE and the present provision for work education in years 7-10.
4. Ways to strengthen the links between the VCE, training, higher education and further education, including arrangements for credit transfer and course articulation.
5. Ways of promoting advanced technical training in TAFE and promoting the widest community recognition of the value of training.

154 - Taskforce on Pathways in Education and Training: Report Summary

Dept of School Education; Ministry of Employment, Post Secondary Education and Training, Victoria, Aust, 1992, 0 7306 1790 4

This is a summary of the Report of the Taskforce on Pathways on Education and Training and a list of its recommendations.

155 - Teaching in the Workplace: a case study of a workplace language program

Hamilton, L

AMES, Queensland, 1992

Study of a workplace program in Brisbane where 35% of employees are of a NESB. The report documents the process involved in establishing a program, theoretical underpinnings affecting program planning, the course, and the evaluation of the course.

156 - Teaching vocational mathematics

Thiering, Jeannette; Hatherly, Sue and McLeod, Janice

National Centre for Vocational Education Research, Leabrook, SA, 1992, 0 86397 246 2 (Hard copy)

This resource for teachers of trade or vocational maths covers problem solving, teaching concepts, estimation, formulas, decimals, fractions, percentages and provides examples in a number of industries. It is an updated edition of the 1987 title, Trade mathematics : a handbook for TAFE teachers. (ex NCVER catalogue.)

157 - Technological Change and Literacy

Matheson, Alan (ed.)

Australian Council of Trade Unions, Melbourne, 1990

Documents providing an overview of the relationship between literacy and technological change.

158 - Technological Change and Skills Development

Bernard, Elaine

Deakin University Press, Geelong, Vic., 1991, 0 7300 1251 4

Forms part of a course, *Adults Learning: The changing workplace* which is one of the units offered by the School of Education in Deakin University's Open-Campus Program.

159 - Technology and the Organisation of Work

Littler, Craig R.

Deakin University Press, Geelong, Vic., 1991, 0 7300 1309 X

Part of the study materials for *Adults Learning: The changing workplace* which is one of the units offered by the School of Education in Deakin University's Open-Campus Program. The series of monographs explores approached to learning currently modelled within industry, and addresses issues of concern to the field of workplace learning. ***Technology and the Organisation of Work*** attempts to provide an overview of the research on and analysis of technology, skill and work.

160 - TexSkill Machine Operator Manual

Heal, Gillian

Melbourne College of Textiles, Melbourne, 1993

The project involved rewriting the Tex Skill machine operator manuals into plain English. Operators with technical expertise worked with the project officer. The materials include : 4 basic operator manuals including a trainer's guide; 1 advanced operator's manual and workbook (representing the three machine manuals developed at this level), and 1 Uster Eveness Tester manual, representing 6 manuals developed for different machines.

161 - Textile Clothing & Footwear. Train the Trainer Module II and III.

Morgan, Irena

Holmesglen College of TAFE, Melbourne, 1992

Two training programs for the TCF Supervision Certificate.

1. Train the Trainer II - Basic Education/ESL Module.
2. Train the Trainer III - Plain English Module.

The modules have been written in the format of the accredited TCF Supervisors Certificate. Specifically the programs aim to raise the level of awareness of trainers to a flexible learner-centred adult style of learning. It contains trainer notes and worksheets.

162 - The Basic Skills Needed at Work: A Directory

Atkinson, John; Spilsbury, Mark and Williams, Matthew

Adult Literacy and Basic Skills Unit, London, 1993, 1 870741 63 3

This Directory gives the detailed figures from the research undertaken in England and Wales to assess the level of demand for reading, writing, oral communication and numeracy skills at work. It accompanies the report of the project called Basic Skills and Jobs. The directory gives a breakdown of the basic skills needed across 49 job types, and it can be used to identify the basic skills needed for specific types of jobs.

163 - The Cost Benefits of Basic Skills in The Workplace: Information Paper No. 1

O'Connor, Peter

NSW Adult Literacy Council, Redfern, NSW, 1990

An information paper about the benefits of workplace basic education programs, especially in relation to the current economic and industrial relations climate. Completed as part of the Workplace Basic Education Resource Project.

164 - The Cost of Low Levels of English Proficiency amongst Immigrants in the Work Force

Stromback, Thorsten and Preston, Alison

Australian Government Publishing Service, Canberra, 1991, 0 644 12838 0

The purpose of this study was to examine the cost to the Australian economy of poor English language skills amongst the immigrants in the workforce. The study claims there is an economic case for providing English language learning opportunities for migrant workers, not only for those with little or no English, but particularly for those with a reasonable knowledge of English but with scope for improvement. According to the study the cost of learning would be offset by future gains, sufficient to yield a return on investment.

165 - The Cost to Industry: Basic Skills and the UK Workforce

Adult Literacy and Basic Skills Unit

Adult Literacy and Basic Skills Unit, London, 1993, 1 870741 62 5

ALBSU commissioned a survey to attempt to estimate the cost to industry of poor basic skills. The aim of the survey was to establish levels of basic skills difficulties among the workforce as encountered or perceived by employers; and to quantify and describe the costs to employers of poor basic skills and the effect of these on their operation. The results of this survey are outlined in this booklet. The report outlines the methodology, and profiles the companies and staff employed. It then discusses the findings in terms of perceptions and effects on the individuals as well as the companies. Finally the report attempts to give a value to the total costs of poor basic skills to industry in the UK.

166 - The Cutting edge: an information guide to basic skills in the timber industry

Construction, Forestry, Mining and Energy Union

Construction, Forestry, Mining and Energy Union, Forest and Forest Products Division NSW, Rozelle, NSW, 1992, ISBN 0 646 09547 1

A kit of leaflets, posters and booklet about literacy in the timber industry. Includes ***Making it happen: developing effective workplace basic skills training programs*** by Peter O'Connor. Published by ALBSAC, Leichardt NSW 1992.

167 - The Forest Industries Workplace Basic Educaton Project

Coates, Janice and Ireland, John

East Gippsland Community COT, East Gippsland, 1992

A report on the implementation of a literacy and numeracy program for workers within the Timber Industry. It describes the difficulties of setting up such a program, including hostility from managers and employees, their negative view of training, of no access to classes in work-time, of the difficulties in setting up tutor

programs in small towns as well as the geographical problems. The service area ranged from Cann River to Bairnsdale, Swifts Creek and Buchan and involved 22 mills. It also discusses the reasons why some employees want training ie for work and for personal reasons. It outlines the progress of the program, which included 18 students and 1,500 student contact hours, sometimes one to one tuition.

168 - The Global Challenge: Australian Manufacturing in the 1990s. Final Report

Pappas, Carter, Evans and Koop/Telesis

Australian Manufacturing Council, Melbourne, Vic., 1990

The Australian Manufacturing Council analysed the issues and impediments to growth in Australian manufacturing for the 1990s. There were four parts to the report: Understand Our Competitive Position and Potential; Increase Exposure of Australian Industry to International Competition; Reduce Impediments to Industrial Development; and Use Positive Measures to Build More Strong Export Firms.

169 - The Owl and the Eagle: A Collaborative Approach to Curriculum and Professional Development on Issues in Workplace Basic Education

Hocking, Jill; Griffin, Jacinta; Waterhouse, Peter and Campbell, Beverley

Workplace Basic Education Department, Council of Adult Education, Melbourne, 1993, 0 7306 3520 1

The Owl and the Eagle documents the collaboration between the Workplace Basic Education Department, Council of Adult Education and the School of Education, La Trobe University. It describes the development and delivery of the module 'Issues in workplace basic education' for the La Trobe University's Graduate Certificate of Education (ALBE)

170 - The Value of Adding: a Numeracy Study in the Food Processing Industry

Goddard, R.

Council of Adult Education, Melbourne, 1993, 0 7306 3436 1

A report of a project which examined the extent and level of numeracy skills used in the Food Industry by workers in award levels below tradesperson. The project found that numeracy skills were prevalent and important in all jobs and that the level of skills held by workers was usually commensurate with that required. The report also documents that much numeracy training is learnt on the job and most of it is repetitive. Formal on-the-job training is not considered necessary. The project noted gaps in existing approaches to numeracy. Workers are now expected to take part in quality circles and this requires broader understanding of numeracy and a more confident use of numbers than in the past. It was found that workers had difficulty with such requirements.

171 - The Violence of Literacy

Stuckey, J. Elspeth

Boynton/Cook Publishers, Portsmouth, USA, 1991, 0 86709 270 X

This book attempts to counter most of the prevailing views about literacy. It argues that literacy, rather than enfranchising people, is violent, ulterior, and uniquely devoted to Western economic ends. It claims that the literacy profession perpetuates injustice, whether it knows it or not. The book addresses economics and social class, the political structure in which English teaching fits, the character of labour, the psychology or psychotherapy of literacy, and social freedom. The author argues that literacy is not the solution to economic or social problems, that the ability to read and write is less important than the ability to pay. She argues that those who set the agenda use literacy and literacy standards to maintain privilege and parcel disadvantage.

172 - The Werribee Workplace Initiative Project

Fitzpatrick, Maree

Werribee Community Centre, Werribee, 1992

The analysis began with telephone enquiries to 100 small industries. A training needs analysis was conducted in one industry employing 40 workers on 10 workers who represented 5 language backgrounds and 4 of whom had post-secondary education. A communications class was run for 3 hours per week for 10 weeks.

173 - The Working Experience 1, 2 & Teacher's Manual

Smith, J.H. and Ringel, H.

New Readers Press, New York, 1991

This is a series of three reading texts designed for adult ESL students, but they will be suitable for use with adult literacy students. Central to each lesson is a short selection on the theme of work. The selections have been developed from oral and written stories of adults telling their of own work experiences in their native countries and in the US. The topics are designed to stimulate discussion and encourage students to explore their own experiences with work. Exercises and follow up activities aim to develop vocabulary and word analysis, expand reading and comprehension skills, and reinforce basic grammar patterns. There is a Teacher's Manual that accompanies the texts.

174 - The World of Work: A Reader for Adult Basic Education

McCormack, Rob

Department of Employment, Education and Training, Canberra, 1992, 0-642-18003-2

The book is divided into three sections and the writing styles change from section to section. The first section recounts personal experiences and is written in a personal form using writing that sounds the way we speak. The later sections of the book are written more like a sociology text-book. Section 2 follows a standard expository prose with paragraphs organised into a general statement followed by an example or explanation. The text is presented on the left hand page with the right hand page being used to highlight aspects of the texts. This includes a glossary, topic summary and some of the organising text structures. The third section continues in an expository voice but shifts more towards speculation and argument. In this section the right hand page is used to introduce comments and replies that disagree with the main text.

175 - Tools of Change: New Technology and the Democratisation of Work

Mathews, John

Pluto Press Australia, Leichhardt, NSW, 1989, 0-949138-22-3

John Mathews looks at how work is changing and argues that it's future will depend on the interrelated effects of new technologies, new systems of work organisation, new patterns of skill formation and a new industrial relations framework. He attempts to show how technology and computerisation can be seen as 'tools of change', to link a more open, participative and democratic workplace with greater productivity, efficiency and economic success.

176 - Toward Development Work: The Workplace as a Learning Environment

Welton, Michael

Deakin University Press, Geelong, Vic., 1991, 0 7300 1354 5

Another in the series produced as part of the study materials for *Adults Learning: The changing workplace* offered by the School of Education at Deakin University. The series of monographs explores approached to learning currently modelled within industry, and addresses issues of concern to the field of workplace learning. This book has three main sections: The workplace as a Learning Environment; From Taylorism to Cybernetic Capitalism; and Work as Context for Adult Development and Learning; followed by a set of readings.

177 - Training for Job Literacy Demands: What Research Applies to Practice

Mikulecky, Larry; Jeanne Ehlinger and Avis L. Meenan

Institute for the Study of Adult Literacy, Pennsylvania State University, University Park, PA, USA, 1987

This paper examines the nature of literacy in the workplace from several perspectives. The first section is an overview of the range of reading and writing demands and strategies found in the workplace. The second section examines some theoretical frameworks useful for understanding the special information processing and print use found in the workplace. In the third section the concrete implications of current research findings for improving adult education job literacy programs are outlined and discussed.

178 - Training for Productivity: Invest in Literacy

Literacy & ESL Section, Department of Employment, Education and Training, Canberra, 1993

Short case studies of successful workplace literacy programs in a magazine format. The magazine is designed to promote workplace literacy to industry. Also provides other information on such things as who to contact, where funding is available from, etc.

179 - Training - Make it pay: A resource kit for planning training programs

Social Change Media

Literacy & ESL Section, Department of Employment, Education and Training, Canberra, 1993, 0 642 19914 0

This kit contains three booklets and a colour magazine *Training for Productivity: Invest in Literacy*. The first booklet, *How to get value from your training dollar* gives some facts about literacy in Australia, and how to integrate language and literacy into training programs. What other companies are doing has a number of successful managers talking about how their companies have benefitted from language and literacy training. The final booklet, *Contacts and Resources* includes a list of service providers, resources and where to go for help.

180 - Understanding Work Hazards

De Neef, Jean

Adult Migrant Education Services, Victoria, Melbourne, 1991, 0-7241-7686-1

Comprehensive set of materials and teaching suggestions for informing NESB employees about health and safety in the workplace. The course aims to provide information while improving speaking, listening, writing and reading skills in English. Themes covered: Manual handling; Noise; Slips, trips, falls and bumps; Fires; Working with machines; Repetitive Strain Injuries; Hazardous Substances; Hazards for women; Name the Hazard. It could be used or modified for use with English speakers.

181 - Upgrade Construction: A Pack to Improve Communication, Numerical and IT Skills for NVQ

Rylands, Judy

Adult Literacy and Basic Skills Unit, London, 1993, 1 870741 66 8

A UK pack of materials produced to help students working to improve their basic skills as part of their carpentry and joinery course. There are six sections: Oral, reading, writing, communication without words, application without number, and information technology (IT). Each section of the pack has Task Sheets and Fact Sheets, and is designed to be used in open/flexible learning, group learning or distance learning situations.

182 - Victorian Textile, Clothing and Footwear Workplace Language and Literacy Training Needs Analysis.

O'Dwyer, Cate and Rosemary Rainer

Holmesglen COT & TCF Industry Training Board, Melbourne, 1992

The project aimed to survey the language and literacy needs of workers within the TCF workforce. A questionnaire of 280 workers was conducted and 25 interviews were held with supervisors and trainers.

183 - Voices from the Literacy Field

Draper, James A and Taylor, Maurice C. (eds.)

Culture Concepts, Toronto, Ontario, 1992, 0-921472-10-2

Voices from the Literacy Field is an attempt to capture the experiences of Canadian literacy practitioners and their students through observing their interactions and joining in discussions and interviews with them. It is a collection of approximately 20 case studies from all regions of Canada. Each study has a brief who-what-where synopsis and is followed by discussion questions to promote further debate. The case studies focus on literacy in community based settings, special needs students, the link between literacy and health, activating student participation, language and culture and the workplace.

184 - Western Region Local Government Literacy Project.

Saint James, Virginia; Robert Keith; Julie McCormack and Margaret Claringbold

Local Government Training Board & Victorian University of Technology., Western Metropolitan Area, 1993

The project includes a skills audit of blue-collar works staff employees from 6 councils in the Western Region. The auditing approach adopted involved group workshops combining people from like departments. 5 classes were run : 4 for blue collar workers and 1 for supervisors. Workers were grouped in classes according to the content areas to be covered rather than according to their literacy level (Interim Literacy course Matrix). A total of 75 workers participated. This model parallels the work-teams of mixed trade skill level the workers were used to.

185 - Women and Award Restructuring Training

Women's Employment Branch

Department of Labour, Women's Employment Branch, Department of Labour, Victoria, Aust, 1990, 0-7241-9595-5

This the second in a series of papers on award restructuring. The restructuring of awards has the potential to remove some of the structural barriers confronting women in the workforce. This paper argues that these potential benefits can only be achieved if training and award restructuring strategies are tailored to address specific issues. The paper recognises that skills held by women are often undervalued and explores methods of overcoming these problems.

186 - Women and Work

Bee, Barbara

Educational Resource Services Unit, NSW Department of TAFE, NSW, 1989, 0-730-56241-7

This is a practical resource targeted at women entering or re-entering the workforce, and includes their role in unpaid work. Comprehensive teaching notes and student worksheets are provided and explore a range of issues to do with women and work. ***Women and Work*** uses a range of visual material such as cartoons and illustrations and is very well presented.

187 - Words at Work: A Report on Literacy Needs in the Workplace

House of Representatives Standing Committee on Employment, Education and Training

Australian Government Publishing Service, Canberra, 1991, 0 644 13686 3

The report of the House of Representatives Standing Committee on Employment, Education and Training which looked at the impact of low standards of literacy on productivity, safety, self-esteem and skills improvement in the workplace; the extent and effectiveness of existing literacy programs; and the need for long term support.

188 - Work Base Materials Pack: A Basic Skills and Education Package for Manual Workers

Bonnerjea, Lucy and Freud, Bernadine

Adult Literacy and Basic Skills Unit, London, 1988, 0-906509-97-1

The ***Work Base Materials Pack*** is a guide about developing a course aimed at manual workers, and includes discussion about researching and organising the course, the students, and using the model program supplied. Includes a selection of worksheets to be used in conjunction with four areas: systems of pay; unions; health and safety; and equal opportunities.

189 - Work is a Four Letter Word

Pearson, Geoff

ABC Education and AMES WA, NSW, 1990, 0 7333 0067 7

A six part program which was originally broadcast on ABC Radio is about workers from a Non-English speaking background and provides insight into what it means to be illiterate in a foreign country. The pack consists of a workbook and cassette pack. The workbook guides learners through reading and writing tasks needed in the workplace. The audio cassettes aim to provide inspiration, information and instruction for the learner as well as exercises which relate to the text of the book.

190 - Work Words: 'An explanation of employment terms'

Department of Employment, Education and Training

Australian Government Publishing Service, Canberra, 1990, 0 644 11051 1

"Work Words" is designed to help explain a range of words that may be used when searching for work or while at work. It looks at words that may be used in printed material, instructions, discussions with workplace colleagues, everyday conversations at work, or at training courses.

191 - Workdays: a day in the life of . . .

Edwards, H.

Draw Publications, Kew, Vic., 1993, 1 875759 02 6

A series of five books. The series aims to provide simply written, interesting and relevant material for new readers. The occupations covered include: a Computer Salesman; a Franchise Gardener; The Chef; Vet Nurse; Offshore Platform Worker; and others are in production.

192 - Workforce education: improving educational skills

Gordon, Edward E. and Askov, Eunice N.

American Society for Training and Development, Alexandria, VA, USA, 1993, 87559269 (ISSN)

This booklet is directed at training officers and middle managers with an interest or responsibility for training. It begins by investigating "why workforce education", claiming that it has to go beyond basic skills and literacy. It briefly looks at what has occurred in workforce education in the past and gives five brief case studies. It goes on to give factors that have affected the success of the case studies. The next part of the booklet looks at computer based workforce education and gives a listing of workplace and adult basic skills software. Is Issue #9310 in the series titled Info-Line : practical guidelines for training and development professionals edited by Barbara Darraugh.

193 - Workforce Literacy Training Package

Gilding, N.; Le Duff, G.; Persson, M. and Zimmerman, J.

South Australian Department of Employment and TAFE and the Australian Council for Adult Literacy, Adelaide, 1993, 0-7308-1825-X

A training package intended to provide practical and theoretical advice to providers of workforce literacy and to practitioners, in the development, delivery and evaluation of workforce literacy. These guidelines are not intended to provide a definitive approach to workforce literacy but a reference point for good practice. Topics covered include literacy skills audits, curriculum planning and evaluation and performance indicators. A substantial bibliography and a glossary of terms are included.

194 - Working Nation: The White Paper on Employment and Growth; & Policies and Programs

Commonwealth of Australia

Australian Government Publishing Service, Canberra, ACT, 1994, 0 644 33377 4

This is the Commonwealth Government's White Paper on Employment and Growth, which looks at economic growth and the delivery of employment and opportunity across Australia. The second volume of the Commonwealth Government's White Paper on Employment and Growth, Policies and Programs, looks at economic growth and the delivery of employment and opportunity across Australia. This volume details the policies and programs.

195 - Workplace Basic Education Project

Gordon, Ken

School of Mines, Ballarat., Ballarat, 1992

The report shows how the School of Mines, Ballarat (SMB) implemented a Workplace Basic Education program within the college to meet the literacy and numeracy needs of industries within the Ballarat region. Involving key industry representatives, it documents the policy, guidelines and establishment of workplace provision in Ballarat. Programs were begun in three industries. The project acknowledges the importance of marketing and of employing experienced teachers.

196 - Workplace Basic Education Project (Introductory brochures)

Council of Adult Education

Council of Adult Education, Melbourne.

This is a kit of brochures about the Council of Adult Education's Workplace Basic Education Project, and includes the paper Principles of Workplace Basic Education, CAE 1988.

197 - Workplace Basic Education Proposal - Victorian Allied Industries

Wanstall, Joan; Callingham, Maggie; Harris, Liz; Taylor, Margaret and Peters, Maria

Dandenong College of TAFE, Victoria, 1993

The project involved the establishment of literacy/numeracy programs in the Allied Industry. Literacy and Numeracy strategies were piloted in 3 enterprises to develop a model for use across the Allied Industry. The evaluation methodology is included:

- assessment of trainees skills, levels and cultural background by trainers.
- self assessment of skills by trainees.
- interviews with trainees, peers and supervisors on the application of skills to the workplace.
- identification of work performance measures and assessment of work areas against these.

198 - Workplace Basic Education Survey - Language & Literacy Provision and Identification of needs as specified in Industry Training Plan.

Tomlinson, D., Williams, C. and Hansen, P.

Western Metro College of TAFE, Victoria, 1992

The project involved a survey of workplace language and literacy needs identified in Industry Training Plans and the mapping of the extent of workplace provision. The Industry Training Board had been requested by the Office of State Training Board to identify workplace basic education needs in their 1991 plans.

199 - Workplace Basic Skills

Adult Literacy and Basic Skills Action Coalition (ALBSAC)

ALBSAC, Leichhardt, NSW, 1993, 1320-5501 (ISSN)

This booklet is designed to promote the concept of literacy in the workplace. It is the first in the series titled 'Adult Literacy and Numeracy in Context'. This publications looks at definitions of workplace literacy, the need for workplace basic skills, industry trends and the role of workplace basic education.

200 - Workplace Basics Training Manual

Carnevale, Anthony P.; Gainer, L.J.; and Meltzer, A.S.

Jossey-Bass Publishers, San Francisco, 1990, 1-55542-204-7

In this American training manual the authors attempt to provide step-by-step guidelines for developing workers' essential basic skills for them to function effectively in today's workplace. Workplace Basics Training Manual offers practical resources for establishing successful training programs, and as well as its 8 steps to initiating a program, has sections on successful case studies, generic curriculum guidelines, and a glossary.

Following on from the Introduction which explains what skills employers want and why, there are 8 steps detailed:

1. Identify Job Changes or Problems Related to Basic Workplace Skills;
2. Build Support for Training Through Alliances with management and Unions;
3. Present the Strategy and Action Plan for Approval;
4. Perform a Task Analysis;
5. Design the Curriculum;
6. Develop the Program;
7. Implement the Program; and
8. Evaluate and Monitor the Program.

One of the series titled ASTD Best Practices Series: Training for a Changing Work Force.

201 - Workplace Education: Tapping Your Greatest Asset in The 1990 s. A handbook on education in the workplace

Braid, Mary

Scottish Community Education Council. Edinburgh. 1990

This practical handbook sets the scene for education in the workplace in Scotland. It includes background information as well as examples of models of provision. It makes interesting reading for anyone developing education and training in the workplace.

202 - Workplace Language and Literacy Training Needs Analysis

Victorian Textile Clothing and Footwear ITB

Victorian Textile Clothing & Footwear Industry Training Board. Melbourne. 1992

The aim of the project was to carry out a language audit of textile, clothing and footwear employees and to conduct a needs analysis of the language and literacy requirements for training in the textiles, clothing and footwear industry (TCF). Operator profiles across three sectors were collected to allow cross referencing to the language and literacy profiles carried out extensively in TCF in NSW and the automotive industry in Vic. The information indicated that language and literacy skills in the industry are adequate for current on-the-job informal training but inadequate for the demands of formal and accredited training associated with award restructuring. The project recommendations detail the need for the industry to adopt an active approach to meeting language and literacy needs in the industry through developing awareness of these needs, the use of Plain English, and the sensitive design and delivery of all training.

203 - Workplace Literacy and the limits of the systemic-functional genre approach

Threadgold, Terry

Adult ESL and Adult Literacy Network. Melbourne. 1993

Professor Threadgold outlines the position taken by the systemic-functionalist approach to genre as a methodology for literacy training. (tape)

204 - Workplace Literacy and the South East Asia and Pacific Region: Summary of proceedings

Adult Community and Further Education Board, Victoria

Adult Community and Further Education Board, Victoria. Melbourne. 1991

A Symposium on workplace literacy in the south-east Asia and Pacific region took place in Ballarat, June 11-14, 1991. The report of the Symposium details its aims, summarises the proceedings under the headings of: roles and responsibilities of stakeholders, staff training and development, curriculum development, evaluation of workplace literacy programs and principles underlying the provision of workplace practice. An Executive Summary outlines strategies to develop workplace in the region and maintain links across the region.

205 - Workplace Literacy in Bluebird Foods Ltd: Evaluation Report

Adult Reading and Learning Assistance Federation

Adult Reading and Learning Assistance Federation. Wellington. New Zealand. 1991

A brief report detailing the pilot workplace literacy program that the New Zealand Adult Reading and Learning Assistance Federation piloted with Bluebird foods in 1991.

206 - Workplace Literacy: Reshaping the American Workplace

U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy

U.S. Department of Education. Office of Vocational and Adult Education. Division of Adult Education and Literacy. Washington DC. 1992

This publication is an effort to disseminate information about the National Workplace Literacy Program. It traces the Program as it has been implemented, identifies best practices by describing five projects, discusses common barriers to success, and seeks to show organisations how it can be done.

207 - Workplace News: Workplace Basic Education Resource Project March 1991

Workplace Basic Education Resource Project, Workplace Basic Education Resource Project, Redfern, NSW, 1991

A newsletter about workplace literacy put out by the NSW Workplace Basic Education Resource Project.

208 - Workplace Orientation for Adult Literacy and Basic Education Personnel

Thiering, Jeannette (ed.)

TAFE National Staff Development Committee for DEET, Melbourne, 1993, 0 642 19599 4

One of the training courses developed within the National Framework for Professional Development of Adult Literacy and Basic Educational (ALBE) Personnel of the TAFE National Staff Development Committee. The aims of the course are to provide experienced ALBE personnel with an understanding of industry culture and how it operates, from both public and private sector perspectives, and to provide the skills to deliver programs to industry. The content of the 3 day course looks at workplace reform and industrial relations, consultation and negotiation with stakeholders, program proposal and budget documents, identifying English language, literacy and numeracy needs, workplace curriculum development, and the evaluation of workplace programs.

209 - Workplace Reform in Seven Easy Steps

Shaw, Andrea

Pluto Press Australia in association with the Labour Research Centre, Leichardt, NSW, 1991, 0 949138 81 9

This booklet outlines a particapative approach that can be used for workplace reform, and provides a seven step guide.

210 - Workplace Teaching Guide for Language/Literacy Teachers

Hamilton, Lynda and Park, Penny

South Brisbane College of TAFE, South Brisbane, 1993

Targetted at trained language and literacy teachers or trainers, this book presents a framework to guide the implementation of workplace language and literacy programs (in Queensland); a range of practical formats and procedures accessible to workplace language and literacy teachers; and a comprehensive resource list related to this field.

211 - Workplace Texts in the Language Classroom

Joyce, Helen

Curriculum Support Unit, NSW Adult Migrant English Service, Sydney, 1992, 0-7305-0652-5

This book aims to assist teachers who are not working in workplace literacy or language programs, to understand some of the essential literacy demands placed on employees in workplaces, and to effectively incorporate workplace texts into language classrooms. The book includes a thorough discussion of relevant issues, framework for courses design, models and linguistic analyses of 5 key workplace genres, ideas for teaching these 5 genres and detailed lesson samples for one genre.

212 - Write me in: Literacy Barriers to Women's Employment and Job Promotion

MacDonald, Helen

Australian Government Publishing Service, Canberra, 1993, 0 644 29102 8

Write me in examines the barriers to employment, training and job promotion for women with language and literacy difficulties. The report looks at the special circumstances of women with language and literacy difficulties, including women from both English and non-English speaking backgrounds, in the context of current workplace and training reforms. In the course of the study the consultants reviewed literature from the late 1980s onwards and conducted a series of nine group discussions involving a total of 57 women. A further 43 individuals in fields ranging from union representatives to literacy specialists were also consulted.

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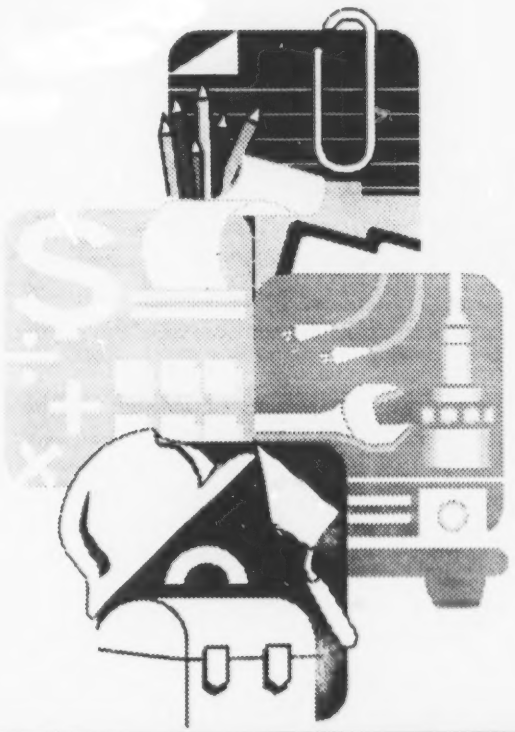

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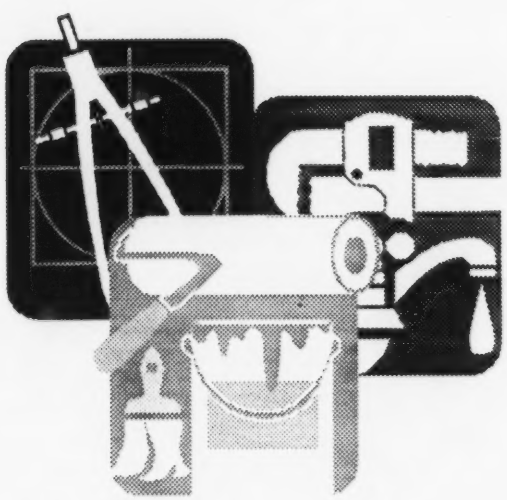

Is your resource not listed?

If your resource, project report, or journal article has not been included, then please forward a copy to ARIS and it will be entered onto the ARIS databases and can be incorporated into future issues of this or other annotated bibliographies. Relevant materials can also be included in the ARIS quarterly journal, the ***ARIS Bulletin***.

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ARIS is funded by the Adult, Community and Further Education Board, Victoria and supported by the National Languages and Literacy Institute of Australia.

ACRONYMS

AAACE	Australian Association for Adult and Community Education
ABE	Adult Basic Education
ACAL	Australian Council for Adult Literacy
ACFEB	Adult, Community and Further Education Board (Vic)
ACTRAC	Australian Committee on Training Curriculum (formerly ACTC)
AEC	Australian Education Council
AEMP	Advanced English for Migrants Program
ALAN	Adult Literacy and Numeracy scales
ALBE	Adult Literacy and Basic Education
ALBSU	Adult Literacy and Basic Skills Unit (United Kingdom)
ALF	Australian Literacy Federation
ALIO	Adult Literacy Information Office (NSW)
ALLC	Australian Language and Literacy Council
ALLP	Australian Language and Literacy Policy
ALRN	Adult Literacy Research Network
ALT	Adult Literacy Teaching: A Professional Development Course
AMEP	Adult Migrant English Program
AMES	Adult Migrant Education Services (Vic)
AMES	Adult Migrant English Service (NSW)
ANTA	Australian National Training Authority
ARIS	Adult Basic Education Resource and Information Service (Victoria)
ASLPR	Australian Second Language Proficiency Rating
ATY	Accredited Training for Youth
AVCTS	Australian Vocational Certificate Training System
CAABEL	Clearinghouse in Australia for Adult Basic Education and Literacy
CABE	Certificate in Adult Basic Education (NSW)
CAE	Council of Adult Education
CALP	Commonwealth Adult Literacy Program
CBT	Competency Based Training
CES	Commonwealth Employment Service
CGEA	Certificates of General Education for Adults (Vic)
COS	Certificate of Occupational Studies (Victoria)
DEET	Department of Employment, Education & Training
DIEA	Department of Immigration and Ethnic Affairs
DIR	Department of Industrial Relations
EEO	Equal Employment Opportunity
EFL	English as a Foreign Language
ELICOS	English Language Intensive Courses for Overseas Students
ESB	English Speaking Background
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
EWP	English in the Workplace
FILLIP	Food Industry Language & Literacy Initiative Program
ILCM	Interim Literacy Course Matrix
ILY	International Literacy Year (1990)
ITAB	Industry Training Advisory Body
ITB(ITC)	Industry Training Board (Council)
JET	Jobs, Education and Training
LMP	Labour Market Program
LOTE	Languages other than English
MCEETYA	Ministerial Council for Education, Employment, Training and Youth Affairs
MOVEET	Ministers of Vocational Employment, Education & Training (now defunct)
NALLCU	National Automotive Language & Literacy Coordination Unit
NALLS	National Aboriginal Language & Literacy Strategy
NBEET	National Board of Employment, Education & Training
NCAELLS	National Collaborative Adult English Language and Literacy Strategy
NCELTR	National Centre for English Language Teaching & Research
NESB	Non-English Speaking Background
NFROT	National Framework for the Recognition of Training
NLLIA	National Languages & Literacy Institute of Australia Limited
NSA	National SkillShare Association
NTB	National Training Board
OHS	Occupational Health & Safety
OTFE	Office of Training and Further Education (Vic)
RPL	Recognition of Prior Learning
SIP	Special Intervention Program
STB	State Training Board (Victoria)
TAFE	Technical & Further Education
TCF	Textile, Clothing and Footwear
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TNA	Training Needs Analysis
TNSDC	TAFE National Staff Development Committee
TQM	Total Quality Management
VAELLNAF	Victorian Adult English Language, Literacy & Numeracy Accreditation Framework
VALBEC	Victorian Adult Literacy and Basic Education Council
VEETAC	Vocational Education, Employment & Training Advisory Committee
VET	Vocational Education and Training
WBE	Workplace Basic Education
WELL	Workplace English Language & Literacy Program

END

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Date Filmed
February 9, 1995